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TITLE

“EXTRACURRICULAR ACTIVITIES ON THE DEVELOPMENT OF THE ENGLISH LANGUAGE LEARNING PROCESS WITH THE STUDENTS IN MODULES 4TH AND 6TH OF THE ENGLISH LANGUAGE DEPARTMENT AT “UNIVERSIDAD NACIONAL DE LOJA”.ACADEMIC YEAR 2013”

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

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CERTIFICATION

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CERTIFIES:

That the research work entitled: **“EXTRACURRICULAR ACTIVITIES ON THE DEVELOPMENT OF THE ENGLISH LANGUAGE LEARNING PROCESS WITH THE STUDENTS IN MODULES 4TH AND 6TH OF THE ENGLISH LANGUAGE DEPARTMENT AT “UNIVERSIDAD NACIONAL DE LOJA”.ACADEMIC YEAR 2013.”** developed by the undergraduate **Fernando Israel Poma Riera**, has been monitored and assessed in all its parts, with pertinence and scientific rigor. Moreover, the research reports advancement has been progressively reviewed and returned to the researcher with the corresponding observations and recommendations, in order to guarantee the research work quality. Therefore, it is authorized its presentation, sustentation, grading and both private and public defense.

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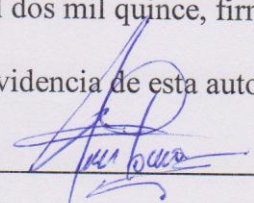
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THE AUTHOR

DEDICATION

I want to dedicate this work first, to God. Next, to my parents Luis Fernando and Olga Leonor, my brother's family and specially to my wife and my son who support me every day .

Fernando Israel

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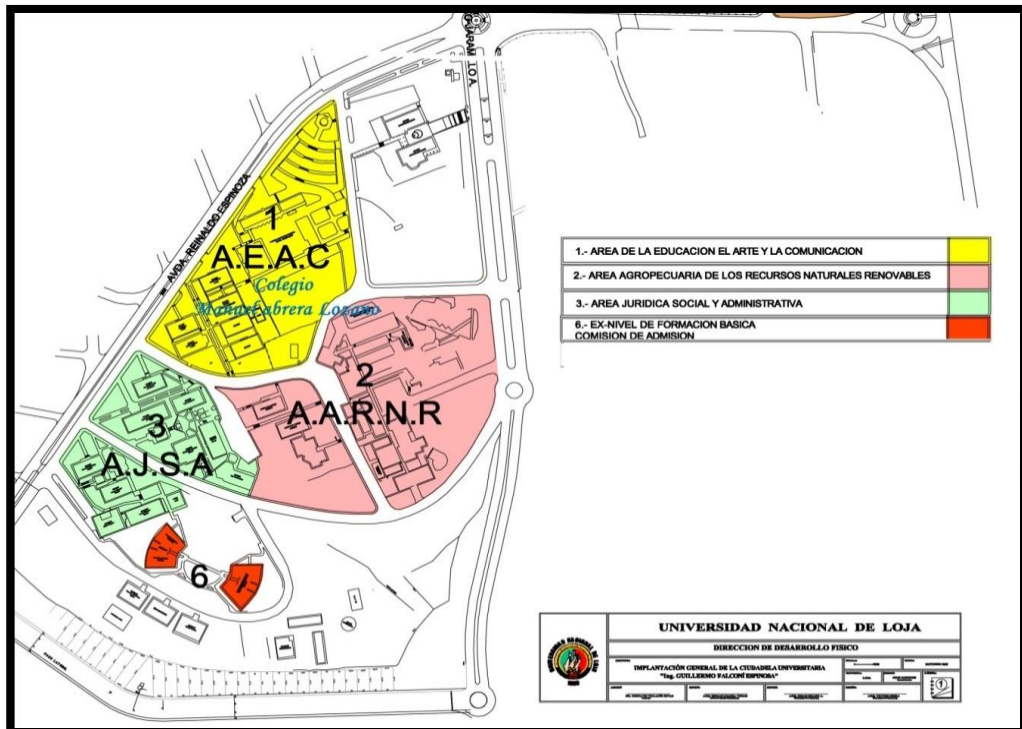
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a. TITLE

“EXTRACURRICULAR ACTIVITIES ON THE DEVELOPMENT OF THE ENGLISH LANGUAGE LEARNING PROCESS WITH THE STUDENTS IN MODULES 4TH AND 6TH OF THE ENGLISH LANGUAGE DEPARTMENT AT “UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC YEAR 2013”

b. RESUMEN

El objetivo general de la investigación titulado “ACTIVIDADES EXTRACURRICULARES EN EL PROCESO, DESARROLLO Y APRENDIZAJE DEL IDIOMA INGLÉS CON LOS ESTUDIANTES DE LOS MÓDULOS 4TO Y 6TO DE LA CARRERA DE IDIOMA INGLÉS EN LA "UNIVERSIDAD NACIONAL DE LOJA". AÑO ACADÉMICO 2013”, es buscar la influencia de actividades extracurriculares en el desarrollo del proceso de aprendizaje del idioma Inglés con 137 estudiantes y 7 profesores. Esta investigación utilizó: el método científico para desarrollar el marco teórico, el método analítico - sintético para analizar y sintetizar los datos obtenidos, el método descriptivo, para describir los hechos; y el método hipotético - deductivo para reconocer la hipótesis. Luego se realizó una encuesta aplicada a los profesores y estudiantes. Se reunieron los datos necesarios que fueron lógicamente analizados, interpretados y se presentaron en la tabla estadística. Además, la fase de discusión permitió demostrar que las actividades extracurriculares tienen una gran influencia sobre el desarrollo del proceso de aprendizaje del idioma Inglés y tanto profesores como alumnos son conscientes de sus ventajas. Finalmente, se concluyó que los docentes están aplicando correctamente una gran variedad de actividades extracurriculares y sus estudiantes se están desempeñando adecuadamente para adquirir el inglés como segundo idioma.

ABSTRACT

The general objective of this research work entitled “**EXTRACURRICULAR ACTIVITIES ON THE DEVELOPMENT OF THE ENGLISH LANGUAGE LEARNING PROCESS WITH THE STUDENTS IN MODULES 4TH AND 6TH OF THE ENGLISH LANGUAGE DEPARTMENT AT “UNIVERSIDAD NACIONAL DE LOJA”.ACADEMIC YEAR 2013**”, was to search the influence of Extracurricular Activities on the development of the English language learning process with 137 students and 13 teachers.

This research used: the Scientific Method to develop the theoretical frame; the Analytic – Synthetic Method to analyse, and synthesize the obtained data; Descriptive Method, to describe the facts; Hypothetic – Deductive Method to recognize the hypotheses.

Next, a survey was applied to teachers and students. It gathered the necessary data which was logically analyzed, interpreted and presented in statistical tables. Moreover the discussion phase permitted to demonstrate that Extracurricular Activities influence greatly on the development of the English Language Learning Process so teachers and students are aware of their advantages.

Finally, it was concluded that teachers are applying a variety of Extracurricular Activities correctly and students are performing these activities properly toward the acquisition of English as a second language.

c. INTRODUCTION

The present research work, of which the theme is: **“EXTRACURRICULAR ACTIVITIES ON THE DEVELOPMENT OF THE ENGLISH LANGUAGE LEARNING PROCESS WITH THE STUDENTS IN MODULES 4TH AND 6TH OF THE ENGLISH LANGUAGE DEPARTMENT AT “UNIVERSIDAD NACIONAL DE LOJA”.ACADEMIC YEAR 2013”** is a very important theme for helping the teachers and students of the English Language Career at Universidad Nacional de Loja to understand the teaching learning process through Extracurricular Activities (HOMEWORK) which helps that students increase their interest in the acquisition of the language and as result they achieve meaningful learning. For starting this research, a main problem was stated: What are the extracurricular activities considered by teachers on the development of the English language learning process with the students of modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic Year 2013?

Then, according to its main problem, the sub-problems were stated too: How do Extracurricular Activities play an important role in the English Language learning process with the students in modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic year 2013? And, what types of Extracurricular Activities do teachers consider to support the English Language learning process with the students of modules 4 and 6 of the English Language Career at the “Universidad Nacional de Loja”. Academic year 2013? In the other hand the specific objectives had been established like the following

- To determine the role that Extracurricular Activities play on the English language learning process with the students of modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic Year 2013.

- To analyze the types of Extracurricular Activities that teacher considered to support the English Language learning process with the students in modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic year 2013.

As the general hypothesis was established this one: The Extracurricular activities have a big influence within the development of English language learning process with students on modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic Year 2013.

To develop this research work four methods had been used: the first one was the **Scientific Method** which helped to develop the theoretical frame and to verify the object researched; the **Analytic – Synthetic Method** which allowed to analyse, criticize, describe the information and synthesize the obtained data; **Descriptive method**, helped to describe the facts, phenomenon, and cases. Also, it helped in the information’s collection and tabulation; **Hypothetic – Deductive Method** it is used to recognize a hypothesis (theory), and then proposing the expected outcome of an experiment of this hypothesis. Then make observations of the experiment/phenomena and deduce whether the observations disprove or prove the hypothesis and proposed outcome.

Among the technique that was applied are the survey which let to know the phenomenon in a participative and experimental way, they were applied to teachers as well as the students. This research work contains the following aspects:

The first part is “**Review of Literature**” on motivational strategies, it contains the most important theoretical references and concepts that helped to analyze and reinforce the hypothesis.

The second part contains “**Materials and Methods**” which describe methods, techniques and instruments used for the development of the research and the population investigated.

The third part shows the “**Results**” including their respective statistics tables and graphs which represent the obtained data of the students and teachers’ surveys and the analysis of each question with the purpose of verifying the outlined hypothesis.

The fourth part contains the “**Conclusions**”, which were built in relation to the hypothesis and the “**Recommendations**” it states the suggestions based on results and conclusions that were reached.

d. REVIEW OF LITERATURE

HOMEWORK

According to Vale, (2005) said that the Homework' purpose is reinforcement for concepts and information taught in the classroom. As with class assignments, homework should be differentiated. Teachers are to make sure that there are accommodations for students who have fine motor and writing difficulties.

Homework should not only consist of paper/pencil tasks, but also time for reading and hands-on activities and experience. Homework is one of the many vital learning activities in which students engage toward overall academic success. Its purpose is to:

- ✓ Strengthen concept attainment, skill development, and reinforcement;
- ✓ Extend opportunities for independent work and/or study;
- ✓ Apply concepts initially presented in the classroom;
- ✓ Develop initiative, responsibility, self-direction, and organizational skills; provide a sense of satisfaction and achievement and enhance self-confidence and self-esteem. Homework is assigned on Monday – Thursday.

HOMEWORK RESPONSIBILITIES

Homework Checklists and Timelines

Vale, (2005) Homework is a shared responsibility among students, teacher and parents planned and organized by the teacher, consistent with the needs and abilities of students, purposeful to students, reviewed and returned to students in a timely manner. The purpose of homework is to enhance student achievement; help

students become self-directed independent learners; and to develop good work habits.

Teacher	Student	Parent
<ol style="list-style-type: none"> 1. All assignments are clearly explained in class and written directions are clear and concise. 2. Due dates are given for all assignments. 3. Homework focuses on skill/strategy reinforcement. 4. Assignments are varied and require the use of a number of skills. 5. Homework is checked for completion, but is not graded. 6. Homework will be included as a learning skill on the student's report card except for Kindergarten. 7. In the case of an absence or missed assignment, teachers will provide the materials and assignment with a new due date. Homework is not assigned on designated religious holidays. 	<ol style="list-style-type: none"> 1. Students must be aware of and keep track of assignments. 2. Students must ask for help, clarification, or further explanation if needed. 3. Students will organize their time to complete the assignments in the allotted time. 4. Students will work to ensure that their work is neat. 5. The students' work reflects their best effort of quality. 6. Students will take responsibility for being sure that work is turned in to the teacher on time. 	<ol style="list-style-type: none"> 1. Monitor your child's assignments. 2. Provide a quiet study area. 3. Establish a designated time for homework. 4. Make necessary resources (paper, pencils, crayons, rulers, calculators, etc...) available. 5. Encourage your child to complete his or her homework independently as much as possible and assist only as needed. 6. Monitor your child's work for understanding. 7. Communicate individual student needs with the teacher. 8. Arrange with the teacher the collection of assignments during periods of excused absences.

Effective time management often requires a device or other apparatus that helps to keep us on track. A planner isn't the only tool you can use; teachers like to use a checklist any time they have an important job to do, especially if it will take several days or weeks to complete.

Does homework affect student learning?

The link between assignment of homework and student achievement is far from clear, as noted by Cooper and other researchers Trautwein and Koller (2003). In "The Homework Myth" (2006), Kohn says calling the relationship between homework and achievement inconclusive may be too generous, arguing there is no conclusive evidence that homework provides any benefits—either academic or nonacademic—to students. Kralovec and Buell (2003) attribute the lack of conclusive evidence to the diversity of research questions and designs used in homework research. And Cooper, Robinson, and Patall (2006) note that educators claim a long list of both positive and negative consequences of homework, suggesting a need for continued examination of the subject.

To gain a more complete understanding of the homework/achievement link, Keith (1982) developed a model using path analysis. A path analysis is an extension of a correlation in which a researcher statistically tests proposed links where the presence or absence of one or more factors may lead to certain events, statuses, or factors that then cause an outcome, such as student learning. The causal model is a visual and mathematical representation of specific relationships between the factors and outcomes in question Garson (2006).

De Jong, Westerhof, and Creemers (2000) accounted for the relationship of many factors to one another in examining homework and math education. Through their multi-level analysis, the researchers found that the amount of homework was the only factor related to achievement—and that it accounted for only 2.4 percent of the difference in achievement between students who did homework and those who did not. Notably, the frequency of homework assignments and the amount of time students spent on them were not related to achievement.

Does homework have other effects?

Researchers also have examined possible nonacademic benefits from homework. Corno and Xu (2004) call homework the job of childhood. By examining taped sessions and interviews with parents and students, they discovered that homework

helped third graders learn responsibility and develop time-management and job-management skills. The students also learned to work on schoolwork when they did not want to and to adjust their attentiveness to the demands of a specific assignment. Cooper and colleagues (2006) say many of the "negative effects attributed to homework contradict the suggested positive effects". In Chen and Stevenson's (1989) cross-cultural examination of homework in grades one, three, and five, the researchers argue that homework can have a negative impact on students' attitudes toward school. Bryan, Nelson, and Mathru (1995) claim that homework overexposes children to academic duties, decreasing their interest and increasing their physical and emotional fatigue; researchers call this the satiation effect. Similarly, in an examination of parent and student perceptions, Coutts (2004) found that homework may take away leisure time and may not be as varied or useful as work done in class. So, is homework beneficial to students? The studies discussed in this review cite both potentially positive and potentially negative effects on students, highlighting the difficulty in forming sound conclusions about the value of homework. Although the overall effects of homework on student achievement are inconclusive, studies involving students at different grade levels suggest that homework may be more effective for older students than for younger ones.

Does the effect of homework vary with students' age?

For example, Dufresne and Kobasigawa (1989) examined home study time among students in grades one, three, five, and seven and the students' responses to test items asking them to pair words associated with each other. The researchers found that older students (the fifth- and seventh-graders) spent more time studying harder items and performed better than the younger students. This may be because "younger children are less able than older children to ignore irrelevant information or stimulation in their environment" Muhlenbruck, Cooper, Nye, and Lindsay (2000). In addition, Hoover-Dempsey and colleagues (2001) say younger children have less-effective study habits because of their inability to focus and avoid distraction.

Cooper (1989) noted a trend in these results: Essentially, as student's age, the positive effect of homework on achievement becomes more pronounced. However, Cooper and colleagues (2006) caution against viewing the grade-level effect as fact. The findings may be attributed to various circumstances, they say. For example, differences in students' attention spans and study habits may account for differences in homework's effects. However, it may also be possible that teachers use homework in early grades to establish routines, instill a sense of responsibility, and help students learn time management, rather than for any immediate gains in achievement.

Muhlenbruck and colleagues (2000) provide a direct examination of the link between homework, grade level, and achievement. Their study, which addressed several concerns regarding the possible effects of students' age, yielded these findings:

- The amount of homework increases as student's age.
- Homework may serve different purposes at the elementary and secondary levels.
- Teachers do not give students more help if they have trouble with homework.
- Lower-achieving students may take more time than higher-achieving students to finish assignments.

These findings suggest that the low correlation between homework and achievement at the elementary level may be due to the intended purpose and type of the homework and the reaction of specific students, rather than the homework itself. Age, then, is but one of the factors that need to be taken into account when assessing the association between homework and student learning.

How do different groups of students react to homework?

This research indicates that a variety of factors influence homework's effect on students, including the subject matter, the amount of homework, and the nature of the assignment; classroom factors such as provision of materials and follow-up discussion in class; and home or community factors such as parent involvement Cooper (1989).

Additionally, much research has been conducted to understand how such factors influence different groups of students. The results have shown that the effects of homework may be influenced by students' academic performance level, ethnicity, and socioeconomic status (SES). These factors are the rate of homework completion, the percentage correct on homework assignments, and the rate of acquisition of the content being presented. Thus, "homework can be employed to increase the effectiveness of direct instruction sequences with students diagnosed as learning disabled.

What types of homework assignments are effective?

Homework may be defined in simple terms as "tasks assigned to students by school teachers that are meant to be carried out during non-school hours Cooper (1989), but the topic has many aspects, including the purpose of homework, the interaction level of the assignment, and teacher feedback.

Purpose

Perhaps the greatest distinction that can be made when discussing homework is its purpose.

According to Cooper, (1989), said that Homework can be assigned or instructional and noninstructional purposes both of which can be further subdivided.

Instructional homework is generally assigned for one of four purposes:

- Practice homework, the most common type, is assigned to reinforce material presented in the classroom and to help student's master individual skills. In a study of teachers' use of homework in high schools, Murphy and Decker (1989) found that teachers most frequently assigned homework to reinforce class material (55 percent) and to master course objectives (23 percent).
- Preparation homework is assigned to introduce students to material the teacher will present in the future.
- Extension homework asks students to apply previously learned skills to different contexts.
- Integration homework requires students to produce a product, such as a social studies project, by applying multiple skills.

Teachers report assigning extension and integration homework far less frequently than practice and preparation homework Murphy and Decker (1989).

The second level of homework, *noninstructional* homework, also includes four subcategories Epstein and Van Voorhis (2001):

- Homework assigned for personal development is intended to help students improve behavioral skills, such as time management or self-confidence.
- Homework assigned to improve communication between parents and their children is identified as parent-child relations homework, such as developing a family tree.
- Peer interaction homework is assigned to more than one student in an effort to build and develop team-working skills.
- Policy homework is often assigned to fulfill mandates from school or district administration, such as requirements for a specified amount of daily or weekly homework.

The literature on types of homework is generally restricted to descriptions of the purpose of each type and how often homework of that type is assigned in the classroom. Research comparing the effects of the various types of homework on academic achievement is far less exhaustive. Of the studies that do exist, researchers have focused on the two most frequently reported purposes of homework: Practice and preparation. However, these types of homework are often studied independently. For instance, of the eight studies included in Cooper's (1989) meta-analysis of preparation and practice homework, only two studies examined the effects of both types.

In an effort to compare these two homework practices, Foyle (1985) examined their effectiveness in tenth-grade American history. Although, like many researchers, he concluded that homework—compared to no homework—had a statistically positive impact on student achievement, Foyle did not find a significant difference in achievement between practice and preparation homework".

Teacher feedback

The teacher's response to homework assignments is occasionally reported as a factor influencing the impact of homework on achievement or other outcomes. According to Cooper (1989), teachers can provide four types of feedback:

- Letter grades that evaluate students' performance on the homework.
- A review of the homework that provides students with ways to improve their work.
- Verbal or written praise or criticism.
- Nonverbal incentives, such as extra recess.

The types of homework are further classified by the amount of homework assigned, which includes both frequency, or how often homework is assigned, and length of completion, or time involved to complete homework (Cooper 1989).

However, as Cooper points out, few studies separate the two factors, which are often used interchangeably when discussing amount of assigned homework.

How much time should students spend on homework?

Overall, a review of mainly correlational studies examining the amount of homework and its relation to achievement revealed encouraging findings. Cooper's (2001) meta-analysis of seventeen studies measuring such a relationship noted fifty correlations among the studies; "of the 50 correlations, 43 indicated that students who reported spending more time on homework also scored higher on a measure of achievement or attitude". This relationship held true across elementary, middle, and high school grade levels.

Another study showed some indications that the optimal amount of homework for high school students was 1½ to 2½ hours per night, and less for younger students Cooper, Robinson, and Patall (2006).

Studies have also looked at how long students of various ability levels spend on homework. Several researchers contend that low-performing students spend more time on homework than high-performing students do De Jong, Westerhof, and Creemers (2000); Epstein and Van Voorhis (2001).

Other studies have found just the opposite, however Keith (1982); Leone and Richards (1989). De Jong and colleagues (2000) argue that when students are grouped on the basis of ability, teachers assign more homework to high-performing students than to low-performing students, perhaps because they expect more from the high achievers

Although little research has been conducted on the impact of homework completed during in-school versus out-of-school hours, it is worth noting such a distinction. In a longitudinal study conducted by Keith, Diamond-Hallam, and Fine (2004), researchers used structural equation models to examine the effects of in-school versus out-of-school homework on high school students.

They concluded that homework completed outside of the school day had a greater impact on grades and achievement test scores than homework completed in study hall or elsewhere during the school day. Results from a rigorous three-year study of the 21st Century Community Learning Centers program, which mandates programs to provide out-of-school-time enrichment, remediation, and homework assistance in reading, math, and other subjects, did not find any connection between providing structured time for homework completion and academic performance.

What the research means for school districts?

According to DUKE, (2007), said that:

- Homework appears to provide more academic benefits to older students than to younger students, for whom the benefits seem to lie in nonacademic realms, such as in improving study skills and learning structure and responsibility. The amount of homework provided to younger students may therefore be less important than simply assigning something to help them establish routines and learn personal responsibility.
- The amount and type of homework seem to be more important factors for older students. Interactive assignments that bring parent and child together to extend school-day content may be useful. Older students appear to benefit from completing homework on a regular basis, although it is unclear whether better students do more homework, or doing homework creates better students. Nor is it clear whether providing structured time for students to do homework results in any major learning gains.
- Having teachers assign homework that prepares students for upcoming lessons or helps them review material that has not been covered recently may have more impact on student learning than assigning homework that simply continues the school day's lessons into the evening hours.

The central lesson of this body of research is that homework is not a strategy that works for all children. Because of its possible negative effects of decreasing students' motivation and interest, thereby indirectly impairing performance, homework should be assigned judiciously and moderately.

Heavy homework loads should not be used as a main strategy for improving home-school relations or student achievement

PROCESS OF LEARNING ENGLISH.

LEARNING THE ENGLISH LANGUAGE

Learning English is an important step for many people. Immigrants need to learn the basics of the English language to work and live in an English-speaking country such as the United States, Great Britain and Australia. Many businesses based in countries that do not speak English also place great emphasis on hiring employees who can speak the language to deal with international clients and corporations. Mastering English is quite a challenge, but there are some standard methods and techniques that can help anyone become proficient with time and practice.

ESL Classes

The structure and community provided by ESL classes is often highly effective for learning English. Experienced teachers instruct groups of students using specially designed activities and exercises. Having a weekly routine in which a student attends class and interacts with teachers and peers is key for learning the language. Instructors help answer questions and doubts, and classmates are a source of support and companionship.

Computer Programs

People can also learn English in the privacy of their own homes. Interactive language software is useful for picking up the basics of the language.

One of the programs on the market for learning English is Rosetta Stone, which comes with instructions in the user's native language, interactive lessons, review exercises and a headset that allows the person to listen to native pronunciation.

Real-World Practice

According to THYBERG, (2007), said that After all the studying, it comes down to putting what you have learned to practice. Once a person is comfortable, he should try having a conversation with a native English speaker, such as meeting English-speaking friends, ordering food at a restaurant or talking to the cashier while making a purchase at a local store. Little by little, a person's brain becomes accustomed to listening, speaking and thinking in another language. Patience and practice will pay off over time.

HOW TO LEARN ENGLISH IN AN EFFECTIVE WAY

Instructions

According to Sarfin, (2008), said that set out a plan for learning. In this plan, decide how much time per day you will devote to learning English. Also, pick a learning method, or more than one method. It is necessary to maintain this schedule as much as possible so that the learning progress will be consistent. Expose yourself to English as much as possible. Mastering English means being able to speak and write it. Watch English-language TV shows, read English-language books, or use software with pronunciation guides. Antimoon offers a useful program that helps you learn how to say English words properly. Immerse yourself in the language. Language immersion involves only speaking a certain language so you can learn it better. During the language immersion period, you cannot speak your native language. Language immersion experience may involve traveling to attend a special program, such as the English language immersion program offered by the Penobscot School in Maine.

Practice as much as you can. Take every chance you get to speak or read English. Although it is always easier to use your native language, that will not help you

learn English. Do not be discouraged by small setbacks. It may take you a while to learn English well enough to communicate effectively, but you must be persistent.

WHAT IS A LEARNING STYLE?

Introduction

Language workers must plan many aspects of their program and most will involve learning and teaching activities. Both are affected by your learning style. Knowing your learning style preferences can help you plan for activities that take advantage of your natural skills and inclinations. You can use several learning style inventories to discover aspects of your learning style and create a learning style profile, summarizing and correlating your results.

Definition

According to, JOHNSTON, (2001) said that A learning style is the unique collection of individual skills and preferences that affect how a person perceives, gathers, and processes information. Learning style affects how a person

- acts in a group
- learns
- participates in activities
- relates to others
- solves problems
- teaches, and
- works.

THE SEVEN LEARNING STYLES

“How many ways are there to learn about a subject? According to the latest findings by several leading psychologists, there are seven specific types of

learning styles. This means that in order to maximize learning advantages, you must define the type of learner that you have, and cater the lesson to that particular learning style. For example, if your child is primarily a linguistic learner, you could incorporate several novels into your curriculum. You could encourage short stories to explain scientific developments, or allow the student to rewrite a difficult math problem into a story problem. If he/she is primarily logical, you will want to emphasize charts, tables, and diagrams. Venn diagrams work well with a logical learner. Read each description below to determine which style best describes your student. Remember that it is possible to have more than one style of learning, particularly in the intrapersonal and interpersonal categories (numbers six and seven), which have traditionally been interpreted as personality types.

Linguistic:

This type of learner loves to read, write, and tell stories. They tend to memorize places, dates, names, and trivia very easily, and are always mesmerizing you with their incredible tales. They have a remarkable ability to repeat back everything you have ever told them, word for word. Encourage their creativity, and do your best to distinguish between the truth and exaggeration (it is all well intended). These students learn best by saying, hearing, and seeing words. Ask them to write down a word or a phrase, and it is forever locked into their memory. Encourage them to participate in spelling bees and creative writing courses. You could have another Shakespeare on your hands!

Logical:

This child is very mathematically inclined. They enjoy solving problems, particularly if they are math related. They are similar to Dr. Spock, on Star Trek, in that they are very logical, straight-forward types of learners.

They will plague you with questions on how things work, how things relate to one another, and why things are here. Their favorite toys as young children were likely building blocks, and pattern puzzles. Answer their ongoing questions with as

much patience as you can muster, and know that one day they may likely become an engineer.

This type of student learns best by categorizing, classifying, and working with abstract patterns or relationships. Ask them to make a chart or to show relationships between different items. For example, "What kind of effect does the El Nino have on the stock market?". They will not only come up with an answer, but they will be able to explain the process and developmental stages of the relationship.

Spatial:

These are the visualizers. They spend most of the day dreaming, watching movies, and staying as far away from reality as possible. If they seem particularly "down", asking them to draw a picture will get you much further into the nature of the problem, than asking them to tell you about it. Allow them to develop their senses and their natural artistic abilities. They are very good at working with colors and pictures, and using the "mind's eye". Allow them to play a couple of educational computer games, such as Civilization or the Oregon Trail, or to daydream under a tree. They could be hard at work thinking about a particular problem, but have yet to put it on paper. These types of learners are very artistic, although they often have problems expressing it. Encourage any type of creative endeavor. They may become the next developer of an international theme park.

Musical:

If your child is always walking around the house humming a tune, or always needs music to study by, then he/she is likely a musical learner. This type of learner is best at noticing details, pitches, and rhythms that escape the normal listener. They are excellent at keeping tune, and are adept at turning the abstract into concrete objects. They learn best through rhythm, melody, and music. For memorization techniques, ask them to write a song about the lesson (rap works well as a narrative), or teach them a song. Encourage their natural love of music, and try to incorporate music into as many lessons as possible.

Bodily:

This type of learner is always on the move. They constantly walk around, they have to touch everything, and they use body language to convey their feelings. They would rather play sports or do a craft than sit down and read a book. They need active education! Keep them moving. Play word games in the pool, have spelling lessons during tennis. Take them camping to learn about geography and nature. These are the learners who can do more than one thing at a time. Generally recognized as ADHD (Attention Deficit Hyperactivity Disorder), many are misdiagnosed. Allow them to use all of that extra energy to learn. Remember to incorporate sense development and interaction with space during their lessons. Attempt to keep the duration of each lesson down to a minimum (10-20 minutes depending on age), and change subjects frequently. Interdisciplinary lessons are very successful with these types of learners.

Interpersonal:

These are the "social butterflies". They adapt easily to any type of social situation, have many friends and are excellent leaders. They are patient, understanding, and very empathetic, which makes them a favorite among their playmates. They generally make good leaders because of their ability to mediate conflict, and are often referred to as "the Peacemaker" of the family. Encourage their love of people, and allow them to be with many different types of people. They will likely bring home a number of different types of friends. Although this can be difficult at times, it is important to support and accept all of them. This type of learner will do best in a group situation as they compare, share, relate, and interview other people. If no group is available, don't be surprised to see them create one in their animals or toys!

Intrapersonal:

These strong willed people work best alone. They pursue their one interests and have a deep understanding of themselves. They pride themselves on being independent and original, and they tend to stand out from the crowd without even

trying. They are the "strong, silent type". They do best in self-paced instruction, individualized projects, and working alone. Allow them to be by themselves, but continue to encourage their socialization skills. Create a number of situations for them to socialize, yet allow them to maintain their own space.

These children work best alone, and often need to be encouraged to socialize. In conclusion, we all have elements of each learning style. But the truth is that one or two types stand out in each of us. Determine which style of learner your child is, and figure out ways to incorporate that learning style into your teaching. Continue to encourage the student to figure out alternative styles, and teach

LEARNING STRATEGIES

Learning strategies are one of the most important fields in educational area, they help to the process of acquiring knowledge, facilitating a more effective learning.

Are the operations or steps used by a learner to facilitate the acquisition, storage, retrieval and use of information? In other words, learning strategies are the processes which learners use to learn a language, to make sense of the information being presented.

All human are capable to learn since were born until we die. During this process, we can learn a lot of things in our daily life, but especially when we are studying our learning is increasing because we are acquiring new learning ways. Among them we have study strategies that helps us learn in a better way. Learning strategies are the factors that always should be present in all learning processes. The lack of learning strategies is one of the main causes why students feel unmotivated to learning. Besides students need be motivated to learn, the lack of motivation on part of the teacher can become an obstacle in the development of learning. Therefore it is necessary to motivate to those want to learn. The main aim is that students master a series of learning strategies, in other words to achieve that the students to be able to develop learning significant.

e. MATERIALS AND METHODS

✓ METHODS

This work has been characterized as non-experimental, because it is a socio-educative work and it will be developed in a descriptive way. The researcher will not have the chance to manipulate the variables of the work. The researcher will apply a survey and study of documents and the description of the facts in the same way that they show themselves in the researched reality to discover the data and the obtained results in the research.

- **Scientific Method:**

The scientific method is a group of logical procedures that the researcher uses to discover and enrich the science and it has some steps for example: the observation, problem statement, hypothesis, hypothesis's verification and conclusions; all of these will be used in the present research work.

- **Descriptive method:**

The descriptive method consists in the observation and the actual description of facts, phenomenon, and cases which are interested in this research work. All of them will help in the information's collection and tabulation that we will get about the techniques applied by the teachers and its influence in the English Language Learning with the use of the survey for teachers and students, where we will apply the corresponding analysis and interpretation.

- **Hypothetic – Deductive Method:**

It is logical method which uses the cases, facts or particular phenomenon through the hypothesis to discover the real situation. This method is important because the researchers will use a students' sample to realize the study about the extra-curricular activities.

- **Analytic – Synthetic Method:**

By means of the analysis and the synthesis that this method proposes, the researcher will process the obtained information through different sources to do the theoretical references and to analyse, synthesize and interpret the results.

- ✓ **TECHNIQUES**

- ✓ **The survey:**

This technique will be applied to teachers and students through a survey with some questions to know, How do the Extracurricular activities influence on the English language learning process with students in modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic Year 2012 – 2013?

- ✓ **TECHNIQUES AND INSTRUMENTS**

In order to get the empiric information about the research object we will use the following techniques and instruments. The **survey** to the teachers and students of English career in order to know what kind of formation they offer to the students about Extracurricular Activities and how it helps them for their professional performance. It also will be applied to the students in modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic Year 2013”,to obtain information about the level of knowledge that they have developed in their process’ formation. It will be applied through a questionnaire that will be elaborated with open and close questions about the indicators that will guide our investigative work.

To apply the survey we will explain the purpose of the project and the intention of the survey so the actors of the teaching learning process won’t deny supporting the development of this important work.

✓ **PROCEDURES**

Once we recover the empiric information we will process it following these phases:

✓ **Tabulation**

“In the tabulation of the data obtained in the field research the researcher will use the descriptive statistics for the closed questions and unifying criteria from the reason or explanation of every question, and we will contrast the information of the teachers and students.

✓ **Organization**

After the empiric information is organized, the questions will be classified appropriately to prove every hypothesis and the variables.

✓ **Description**

Once researcher has organized the obtained data they will be described in statistic tables that will show the frequency and the percentage. This will let us to representing the information graphically.

• **Graphic Representation**

After the researcher has described the data, it will be represented graphically, to facilitate the interpretation and consequently the critical analysis of every question. I will use the bars diagram to show this information.

• **Interpretation and analysis**

Once the information is presented in tables and graphs, it will be interpreted according to the obtained percentages and it will be analyzed according to the categories of the theoretical frame, the main tendencies in the outcomes and the variables of the specific hypothesis.

✓ **Hypothesis verification**

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

• **Formulation of conclusions and elaboration of the report**

The conclusions will be drawn based on a specific analysis of the results and they will serve to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated the present research. Finally the elaboration of the final report will be designed through chapters that lead to the understanding of the theory and of the results that will be obtained in the present research which can be used to develop more research in the future.

✓ **POPULATION AND SAMPLE**

For a good development of the present research project, the researcher believes convenient to carry out it with the total 100% of the population because it only involves the student and teachers of 4th and 6th modules of the English Language Department at Universidad Nacional de Loja. Academic Period 2013.

➤ Students: 137

➤ Teachers: 7

f. RESULTS

TEACHERS AND STUDENTS' SURVEYS

HYPOTHESIS ONE

The Extracurricular Activities influence the English language learning process with the students in modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic Year 2013.

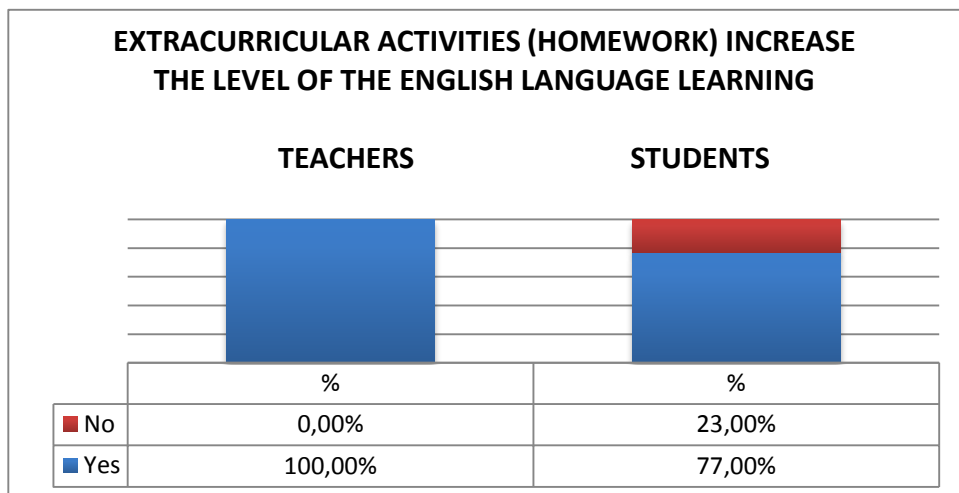
1. Do you consider that extracurricular activities (homework) increase the level of the English language learning?

a. Table 1

EXTRACURRICULAR ACTIVITIES INCREASE THE LEVEL OF THE ENGLISH LANGUAGE LEARNING	TEACHERS		STUDENTS	
	f	%	f	%
Yes	7	100%	105	77%
No	0	0%	32	23%
Total	7	100%	137	100%

Source: Teachers and Students at Universidad Nacional de Loja “English Language Career”
 Researcher: Fernando Israel Poma Riera

b. Graph 1



c. Logical analysis:

The results indicate that all of the teachers and the most of the students of modules 4th and 6th of the English Language Career at the National University of Loja are aware of the benefits of “Homework” as an important part of the activities that help to increase the level of the English language learning. Even though, Paschal, Weinstein, and Walberg (1984) discovered through a meta-analysis of fifteen quantitative studies that homework did have a positive effect on achievement, especially in certain grade levels.

Muhlenbruck and colleagues (2000) provide a direct examination of the link between homework, grade level, and achievement. Their study, which addressed several concerns regarding the possible effects of students' age, yielded these findings: The amount of homework increases as students' age; Homework may serve different purposes at the elementary and secondary levels; Teachers do not give students more help if they have trouble with homework; and, lower-achieving students may take more time than higher-achieving students to finish assignments.”

The obtained data shows that all the teachers and most of students consider that extracurricular activities "Homework" increase the level of the English language learning.

2. Mark the columns with an “X” according with the student or teacher’s Homework responsibility?

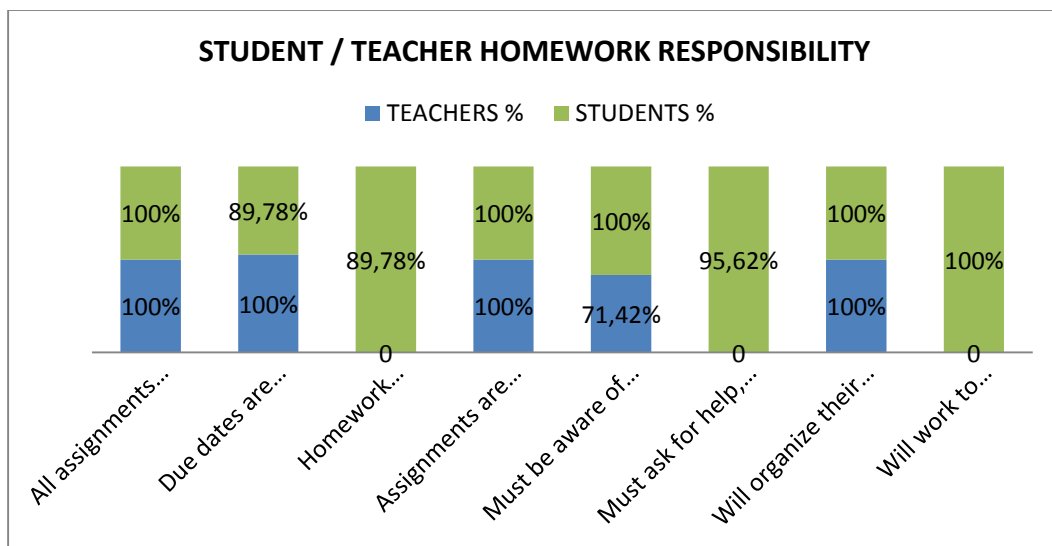
a. Table 2

STUDENT / TEACHER HOMEWORK RESPONSIBILITY	TEACHERS		STUDENTS	
	f	%	f	%
All assignments are clearly explained in class and written directions are clear and concise	7	100%	137	100%
Due dates are given for all assignments	7	100%	123	89,78%
Homework focuses on skill/strategies reinforcement	6	85.71%	128	89,78%
Assignments are varied and require the use of a number of skills	7	100%	137	100%
Must be aware of and keep track of assignments	5	71,42%	137	100%
Must ask for help, clarification, or further explanation if needed	6	85.71%	131	95,62%
Will organize their time to complete the assignments in the allotted time	7	100%	137	100%
Will work to ensure that their work is neat.	6	85.71%	137	100%

Source: Teachers and Students at Universidad Nacional de Loja “English Language Career”

Researcher: Fernando Israel Poma Riera

b. Graph 2



c. Logical analysis:

The obtained data shows that most of the teachers and their students are conscious of their duties and responsibilities, provided the right environment for the proper performance of homework. Homework is a shared responsibility among students, teacher and parents planned and organized by the teacher, consistent with the needs and abilities of students, purposeful to students, reviewed and returned to students in a timely manner. The purpose of homework is to enhance student achievement; help students become self-directed independent learners; and develop good work habits according to: Grace Fleming, Homework Checklists and Timelines.

According to the results all the teachers and most of the students have clearly understood their duties and responsibilities related with the development of homework.

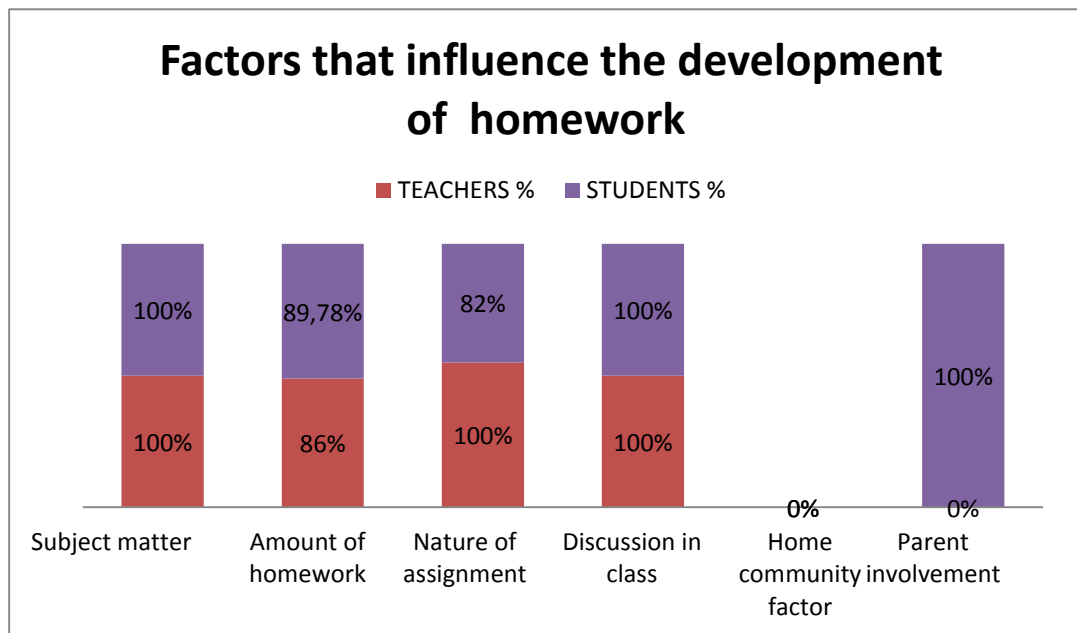
3. In your opinion, what factors influence the development of your homework?

a. Table 3

FACTORS INFLUENCE THE DEVELOPMENT OF YOUR HOMEWORK	TEACHERS		STUDENTS	
	f	%	f	%
Subject matter	7	100%	137	100%
Amount of homework	6	86%	123	89,78%
Nature of assignment	7	100%	112	82%
Discussion in class	7	100%	137	100%
Home community factor	0	0%	0	%
Parent involvement	0	0%	137	100%

Source: Teachers and Students at Universidad Nacional de Loja “English Language Career”
Researcher: Fernando Israel Poma Riera

b. Graph 3



c. Logical analysis:

The results clearly show that both: teachers and students had chosen: Subject matter, nature of the assignment and discussion in class as the factors that most relevance has in the development of the homework and it is reinforced for the literature that claim: “Much research has been conducted to try to understand the ways in which various types of homework and various situations influence different groups of students. This research indicates that a variety of factors influence homework's effect on students, including the subject matter, the amount of homework, and the nature of the assignment; classroom factors such as provision of materials and follow-up discussion in class; and home or community factors such as parent involvement” Cooper (1989).

The statistics clearly show that all of the teachers consider that subject matter, nature of the assignment and discussion in class are the most significant factors that influence the development of homework; on the other hand, students pointed out that subject matter, discussion in class and parent involvement are the most relevant factors that inside in the development of their homework.

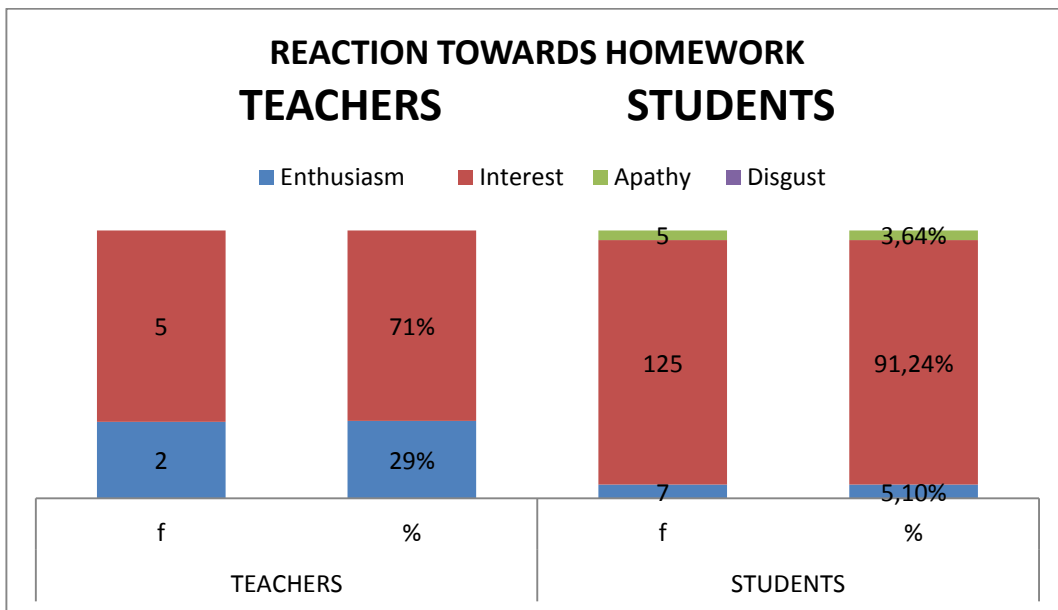
4. What is your reaction towards extracurricular activities (homework)?

a. Table 4

REACTION TOWARDS HOMEWORK	TEACHERS		STUDENTS	
	f	%	f	%
Enthusiasm	2	29%	7	5,10%
Interest	5	71%	125	91,24%
Apathy	0	0%	5	3,64%
Disgust	0	0%	0	0,00%

Source: Teachers and Students at Universidad Nacional de Loja “English Language Career”
Researcher: Fernando Israel Poma Riera

b. Graph 4



c. Logical analysis:

The results clearly show that both: teachers and students” had chosen similar answers, and their reaction towards homework is appropriated.

Some researchers Corno and Xu (2004); Coutts (2004); Xu and Corno (1998) claim that homework helps students develop responsibility and life skills and the ability to manage tasks and that it provides experiential learning, increased motivation opportunities to learn to cope with difficulties and distractions, and academic benefits.

According to the obtained data most of the teachers and almost all of their students' reactions towards homework is interest however few of them had chosen, enthusiasm.

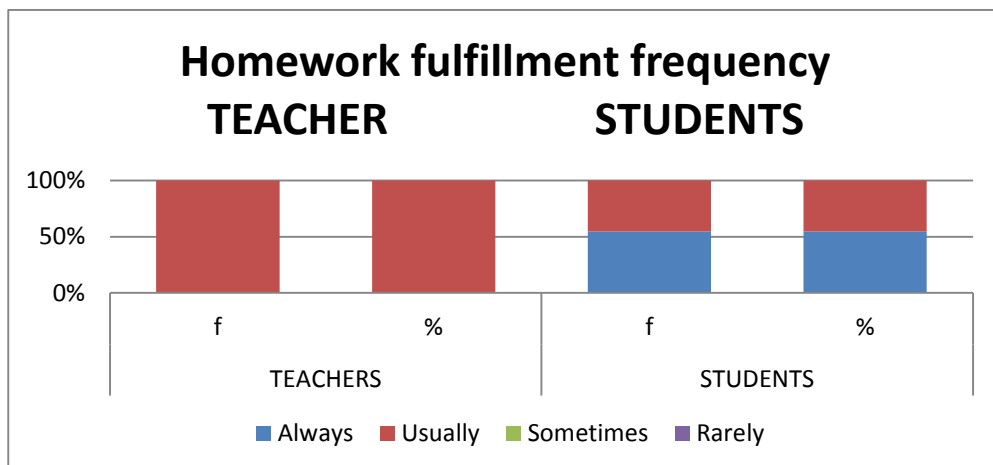
5. What do you consider is your homework's fulfillment frequency?

a. Table 5

Homework fulfillment frequency	TEACHERS		STUDENTS	
	f	%	f	%
Always	0	0%	75	54,74%
Usually	7	100%	62	45,25%
Sometimes	0	0%	0	0%
Rarely	0	0%	0	0%

Source: Teachers and Students at Universidad Nacional de Loja "English Language Career"
Researcher: Fernando Israel Poma Riera

b. Graph 5



c. Logical analysis:

The results which were obtained show that all of the teachers and less than a half of the students consider that they fulfill their homework. Studies that have delved more deeply into this topic suggest, however, that the amount of homework assigned by teachers is unrelated to student achievement, while the amount of homework actually completed by students is associated with higher achievement Cooper (2001); Cooper, Lindsay, Nye, and Greathouse (1998).

A couple of research studies Rutter, Maughan, Mortimore, and Ouston (1979), however, have examined the role of homework policy. In one older study, schools in which more homework was routinely assigned had higher levels of student achievement compared to schools where regular homework was not expected.

The obtained data illustrates, that all of the teachers consider that their students usually fulfill their homework, and a half of their students consider that they always fulfill their homework.

HYPOTHESIS TWO

The application of Extracurricular Activities helps to develop the English Language learning process with the students of modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic Year 2013.

6. How often does your teacher assign you homework?

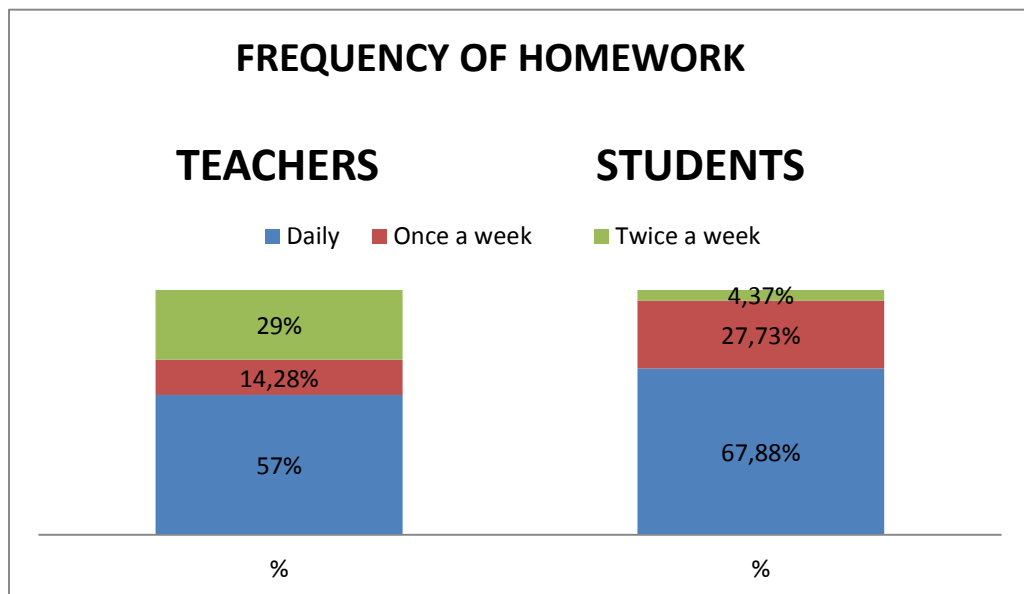
a. Table 6

FREQUENCY OF HOMEWORK	TEACHERS		STUDENTS	
	f	%	f	%
Daily	4	57%	92	67,88%
Once a week	1	14%	38	27,73%
Twice a week	2	29%	6	4,37%

Source: Teachers and Students at Universidad Nacional de Loja “English Language Career”

Researcher: Fernando Israel Poma Riera

b. Graph 6



c. Logical Analysis:

The results obtained show that more than half of teachers and their students used to perform homework activities “every day” as an important factor of their English learning achievement; while De Jong, Westerhof, and Creemers (2000) accounted for the relationship of many factors to one another in examining homework and math education. Through their multi-level analysis, the researchers found that the amount of homework was the only factor related to achievement—and that it accounted for only 2.4 percent of the difference in achievement between students who did homework and those who did not. Notably, the frequency of homework assignments and the amount of time students spent on them were not related to achievement. Philips (1997) found that students at schools where above-average amounts of homework were assigned (compared to the total sample of schools) had higher mathematical achievement than did students at schools where students did less homework.

The obtained data illustrate, that many of the teachers answered that they send homework “every day” and the majority of their students confirmed that they are asked to perform their homework in this frequency.

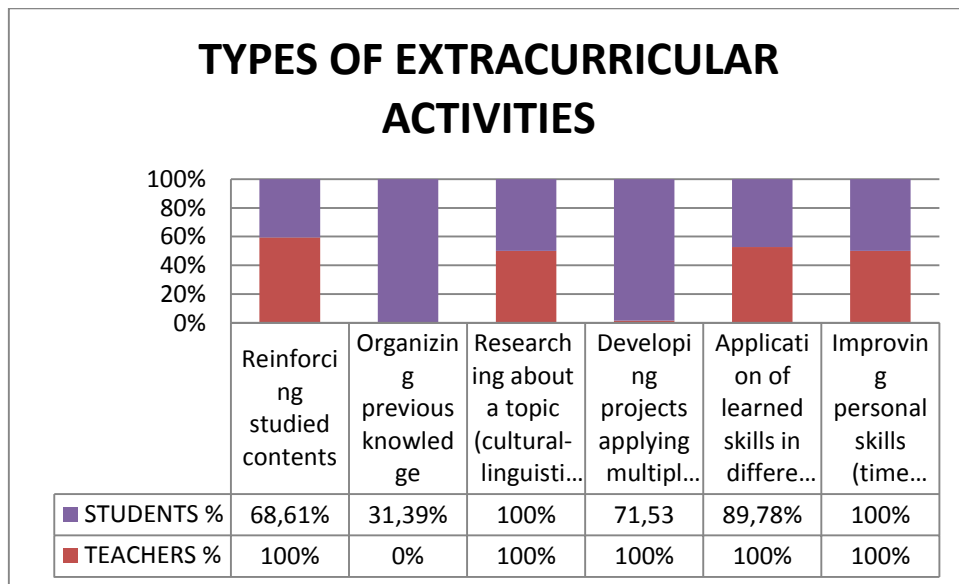
7. Which kinds of Extracurricular Activities (homework) does your teacher ask you to develop?

a. Table 7

Types of Extracurricular Activities	TEACHERS		STUDENTS	
	f	%	f	%
Reinforcing studied contents	7	100%	94	68,61%
Organizing previous knowledge	0	0%	43	31,39%
Researching about a topic (cultural-linguistic)	7	100%	137	100%
Developing projects applying multiple skills	7	100%	98	71,53
Application of learned skills in different context	7	100%	123	89,78%
Improving personal skills (time management and self-confidence)	7	100%	137	100%

Source: Teachers and Students at Universidad Nacional de Loja "English Language Career"
Researcher: Fernando Israel Poma Riera

b. Graph 7



c. Logical analysis:

The results clearly show that most teachers assign homework to reinforce what was presented in class or to prepare students for new material. Less commonly, homework is assigned to extend student learning to different contexts or to integrate learning by applying multiple skills around a project. Little research exists on the effects of these different kinds of homework on student achievement, leaving policymakers with little evidence on which to base decisions Cooper (1989); Foyle (1985); Murphy and Decker (1989) The literature on types of homework is generally restricted to descriptions of the purpose of each type and how often homework of that type is assigned in the classroom. Research comparing the effects of the various types of homework on academic achievement is far less exhaustive. Of the studies that do exist, researchers have focused on the two most frequently reported purposes of homework: Practice and preparation. However, these types of homework are often studied independently. For instance, of the eight studies included in Cooper's (1989) meta-analysis of preparation and practice homework, only two studies examined the effects of both types.

The obtained data illustrates that, all of the teachers used to assign a variety of homework types and all of their students said that they are asked to do: Improving personal skills (time management and self-confidence as homework), most of them answered application of learned skills in different context as homework; and many of the students answered reinforcing studied contents as homework all of them clearly illustrated in the statistic table.

8. How does your teacher guide you to develop the Extracurricular Activities (homework) stated above?

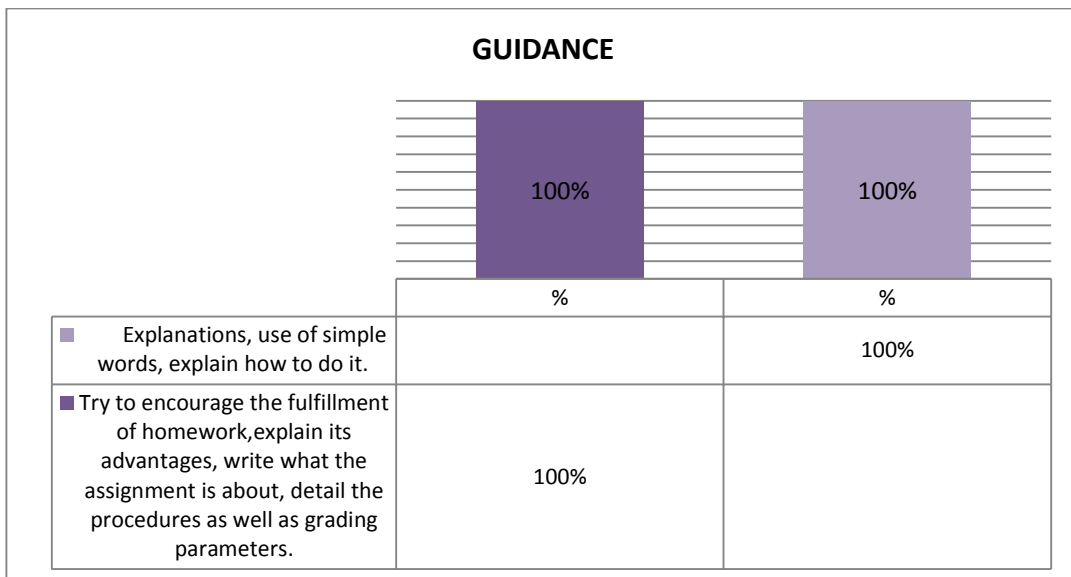
a. Table 8

GUIDANCE	TEACHERS		STUDENTS	
	f	%	f	%
Try to encourage the fulfillment of homework, explain its advantages, write what the assignment is about, and detail the procedures as well as grading parameters.	7	100%		
Explanations, use of simple words, explain how to do it.			137	100%
Total		100%		100%

Source: Teachers and Students at Universidad Nacional de Loja "English Language Career"

Researcher: Fernando Israel Poma Riera

b. Graph 8



c. Logical analysis:

The results obtained show that, all of the teachers and their students agree the way that homework is guided; agreement that is in concordance with the literature that claims: Homework may be defined in simple terms as "tasks assigned to students by school teachers that are meant to be carried out during non-school hours" Cooper (1989), but the topic has many aspects, including the purpose of homework, the interaction level of the assignment, and teacher feedback. Several other studies examining teacher feedback have focused on its effects on student achievement. Cooper's (2001) review of studies that included teacher feedback measures found no significant impact on student achievement from the type of feedback provided by teachers.

According to the obtained data, all of the teachers and the same percentage of students said that teachers used to give clear explanations with simple words; they encourage the fulfillment of homework, explain its advantages, and detail the procedures as well as grading parameters.

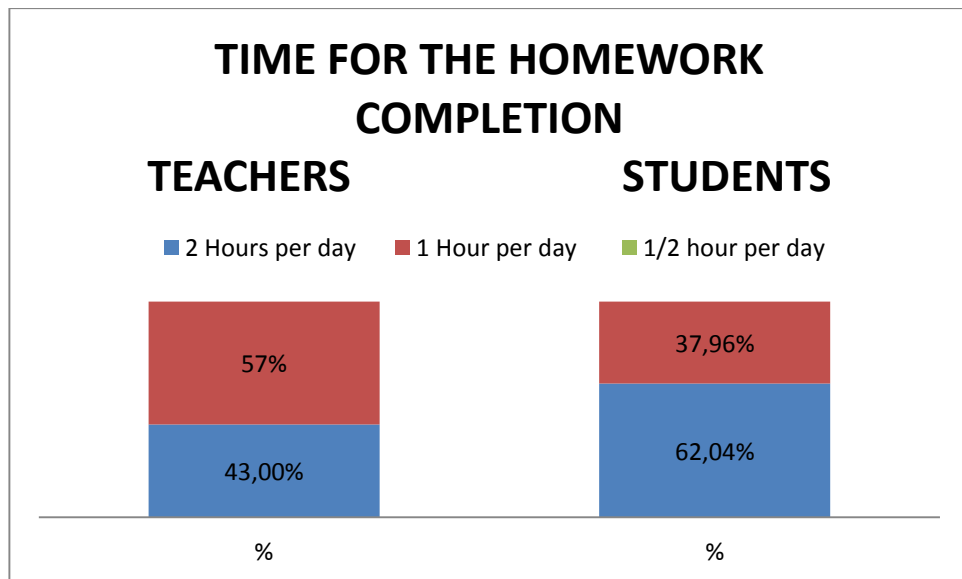
9. How long do you devote daily to the completion of the homework?

a. Table 9

Time for the homework completion	TEACHERS		STUDENTS	
	f	%	f	%
2 Hours per day	3	43,00%	86	62,04%
1 Hour per day	4	57%	51	37,96%
1/2 hour per day	0	0,00%	0	0%

Source: Teachers and Students at Universidad Nacional de Loja "English Language Career"
Researcher: Fernando Israel Poma Riera

b. Graph 9



c. Logical analysis:

The obtained data shows that, more than a half of the teachers and their students of the 4th and 6th modules of the English Language Career at the National University of Loja don't agree in the range of time that the students need to do

their homework, they consider that it is between “one or two hours” daily; dates that are clearly in concordance with the research that said: While research on the optimum amount of time students should spend on homework is limited, there are indications that for high school students, one and a half to two and a half hours per night is optimum. Middle school students appear to benefit from smaller amounts (less than an hour per night). When students spend more time than this on homework, the positive relationship with student achievement diminishes Cooper, Robinson, and Patall (2006). Overall, a review of mainly correlational studies examining the amount of homework and its relation to achievement revealed encouraging findings. Cooper's (2001) meta-analysis of seventeen studies measuring such a relationship noted fifty correlations among the studies; "of the fifty correlations, forty three indicated that students who reported spending more time on homework also scored higher on a measure of achievement or attitude" The amount of homework completed by students seems to be more positively associated with student achievement than the amount of homework assigned by teachers. Some research has shown that students who spend more time on homework score higher on measures of achievement and attitude.

The obtained data revealed that the most of the teachers said that their students have to devote a daily hour to do the homework that they used to assign and the rest of them claim that, two hours is the time needed to do their assignments; half of their students said that they need two hours daily to do it.

g. DISCUSSION

HYPOTHESIS ONE

a) Statement:

The Extracurricular Activities influence the English language learning process with the students in modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic year 2013.

b) Demonstration:

The first hypothesis has two variables. The independent one is The Extracurricular Activities and the dependent variable is its influence on the English language learning process.

Question number ONE was about Extracurricular Activities (homework) increasing the level of the English language learning, the 100% of the teachers and 77% of students considered that extracurricular activities "Homework" increase the level of the English language learning, the results indicate that all the teachers and the majority of students of modules 4th and 6th of the English Language Career at the National University of Loja are aware of the advantages given by “Homework” as an important part of the activities that help to enhance the achievement of the English language.

Question number TWO was about, the student or teacher Homework responsibility, the 100% of teachers and 89.78% of students have clearly understood their duties and responsibilities, The obtained data shows that most of the teachers and their students of the modules 4th and 6th of the English Language Career at the National University of Loja are aware about their own duties and responsibilities, providing the right environment for the proper performance of homework.

Question number THREE was about the factors that influence the development of homework, the statistics clearly show that a 100% of the teachers consider that, Subject matter, nature of the assignment and discussion in class are the most significant factors that influence the development of homework; and in the other side, students indicated that subject matter, discussion in class and parent involvement as the most relevant factors that have a vital effect on the development of their homework.

Question number FOUR the reaction towards extracurricular activities (homework); obtained data 71% that the teachers mention that their students reactions towards homework is Interest and a 29% of them had chosen, Enthusiasm. Their students said that their reactions towards homework are: Interest with 91.24% and Enthusiasm with 5.10% and their reaction towards homework is appropriate because with a good and appropriate attitude the development of homework results are the best for the acquisition of a second language.

Question number FIVE that was about, homework fulfillment frequency the obtained data illustrates that 100% of teachers consider that their students usually fulfill their homework, and their students consider with the 54,74% that they always fulfill their homework, and the rest of them with the 45.25% consider that they usually fulfill their assignments. The respective results which were obtained show that all the teachers and their students in a high rate consider that the students in modules 4th and 6th of the English language Career always fulfill their homework.

c) Decision

Based on the previous analyzed information, it has been possible to confirm hypothesis one which states that the Extracurricular Activities that teachers take into account are generating advantages with the students of modules 4th and 6th of the

English Language Career at Universidad Nacional de Loja, Academic Year 2013, due to the following reasons: the first one; the teachers are taking advantage of the different types of Extracurricular Activities (homework). The second one: the teachers are aware of the advantages and disadvantages of extracurricular activities for their students in the English Language learning process; in the case of the students, the advantages of homework for their use in the English language learning are well known by almost all the students in modules 4th and 6th of the English Language Career at Universidad Nacional de Loja, Academic Year 2013.

HYPOTHESIS TWO

a) Statement:

The application of Extracurricular Activities helps to develop the English Language learning process with the students of modules 4th and 6th of the English Language Career at Universidad Nacional de Loja. Academic Year 2013.

b) Demonstration:

The second hypothesis has two variables. The independent one Extracurricular Activities and the dependent variable is, its application helps to develop the English Language learning process.

Question number SIX is about the frequency of homework assignment, the obtained data illustrates that 57% of the teachers answered that they send homework every day and 67% of their students confirmed that they are asked to perform their homework in this frequency as an important factor in their English learning development.

Question number SEVEN that was about, the kinds of Extracurricular Activities (homework) teachers ask students to be developed the obtained data illustrates that 100% of teachers used to assign a variety of homework types and their students said that most of the time they are asked to do tasks regarding: "Improving personal

skills (time management and self-confidence)” with a 100% “Application of learned skills in different context” with a 89,78%; “Reinforcing studied contents” with 68.61%,all of them clearly illustrated in the statistic table. The results clearly show that, most teachers assign homework and their students in modules 4th and 6th of the English Language Career do it, to reinforce what was presented in class or to prepare students for new material.

Question number EIGHT that was about, Extracurricular Activities (homework) guidance, in accordance with the obtained data the 100% of teachers and the same percentage of students said that teachers used to give clear explanations with simple words, they encourage the fulfillment of homework and explain its advantages and detail the procedures as well as grading parameters.

Question number NINE that was about, time devoted to homework completion in accordance with the the obtained data revealed that 57% of the teachers think that their students have to devote an hour daily to do homework and the rest 43% of them claimed that two hours is the time needed to do their assignments. Their students said with a 62,04% stated that they need two hours daily to do it, dates that are clearly in concordance with the research that said: While research on the optimum amount of time students should spend on homework is limited, there are indications that for high school students, one and a half to two and a half hours per night is optimum.

c) Decision:

The analysis obtained from the questions supports the argument of the hypothesis two which says: The application of Extracurricular Activities helps to develop the English Language learning process with the students of modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic Year 2013.

h. CONCLUSIONS

After the analysis and interpretation of the obtained information about teachers and students of modules 4th and 6th of the English Language Career at the Universidad Nacional de Loja, Academic Period 2013 the following conclusions were inferred:

- ✓ All the teachers and students, drive the Extracurricular Activities “HOMEWORK” in order to reach their objectives in the teaching-learning process.
- ✓ The students and teachers know adequately about Extracurricular Activities “HOMEWORK”, their various types and their advantages. University students benefit more from homework than younger students. The amount of homework *completed* by students seems to be more positively associated with student achievement than the amount of homework *assigned* by teachers.
- ✓ Teachers and students know that, they can use Homework assignments as an advantage for keeping on the practice of the language, as well as learning new measures for acquiring a second language, and develop an autonomous work in an enjoyable way.
- ✓ Most teachers and students are aware of the amount of homework and the amount of time that students should spend on it, as a key of success in the teaching-learning process based on the research that claims older students obtain more significant learning from homework than the younger ones, consequently, at this University level without Homework, the goal of learning is difficult to be reached without independent work, self-realization and knowledge organization.
- ✓ If the students do not have a good attitude towards the development of Extracurricular Activities “Homework”, they will be lethargic to learn English,

because there is not an extracurricular stimulus and, there is not any autonomous work, which guides them and provides them an extra to learn English. Increasing the student's good attitude towards homework is one of the teacher's responsibilities. Teachers must have strategies to increase student's attitude towards homework, and provide them with the correct guidance to the fulfillment and completion of Homework.

- ✓ The strategies and different types of homework that teachers provide for their students can improve students' performance towards the completion and fulfillment of homework, through giving to them interesting tasks, proper assistance, enough time, and accurate material; in order to perform their responsibilities in a better and independent way , setting good homework goals and creating conducive learning situation.

i. RECOMMENDATIONS

Being aware of the relevance that Extracurricular Activities “HOMEWORK” plays in the development in the students learning process, the researcher proposes the following recommendations:

- ✓ Teachers should continue using homework utility as a supporter or incentive for students in English learning, consequently, the goal of learning can be reached without any obstacles.
- ✓ Students might become highly interested because they can see how the Extracurricular Activities have advantages in order to they can acquire a second language because as the literature claims: Homework appears to provide more academic benefits to older students than to younger students, for whom the benefits seem to lie in nonacademic realms, such as in improving study skills and learning structure and responsibility.
- ✓ Teachers can generate interesting teaching space with all kinds of assignment to make it comfortable for students, and the teachers seating arrangement to make students easy in receiving tasks, guidance and material, that support the learning process.
- ✓ Teachers and students should show more creativity in the application of different and appropriate kinds of homework like: organizing previous knowledge, even though it was not mentioned in the teachers surveys, it is very important to prepare their students to face the new contents; and teachers should continue using: reinforcing studied contents ,researching about a topic (cultural-linguistic), developing projects applying multiple skills, application of learned skills in different context, Improving personal skills (time management and self-confidence) in the English teaching learning process, to make students

feel more comfortable ,because if students do not like learning in class, the homework and knowledge taught is difficult to be transferred. Most researchers have come to the view that internal aspects of incentive are especially important for getting achievement through the appropriate development of homework accomplishments.

- ✓ Teachers should make an effort to induce their apprentices into the awareness that real learning is more important than grades as the purpose of extracurricular work. This can be done by accentuating the interest value and practical importance of the material that the students are reviewing in autonomous way.

- ✓ Teachers need to transfer the expectation that their students can learn more through the material guided as homework, and that the time provided to its completion is the correct one, so that students face homework development with a better attitude, achieve satisfactory outcomes and reach the corresponding goals in the English Learning.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA
AREA DE LA EDUCACION EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

THESIS PROJECT

THEME

“EXTRACURRICULAR ACTIVITIES ON THE DEVELOPMENT OF THE ENGLISH LANGUAGE LEARNING PROCESS WITH THE STUDENTS IN MODULES 4TH AND 6TH OF THE ENGLISH LANGUAGE DEPARTMENT AT “UNIVERSIDAD NACIONAL DE LOJA”.ACADEMIC YEAR 2013”

AUTHOR:

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

LOJA ECUADOR

2013

a. THEME

“EXTRACURRICULAR ACTIVITIES ON THE DEVELOPMENT OF THE ENGLISH LANGUAGE LEARNING PROCESS WITH THE STUDENTS IN MODULES 4TH AND 6TH OF THE ENGLISH LANGUAGE DEPARTMENT AT “UNIVERSIDAD NACIONAL DE LOJA”.ACADEMIC YEAR 2013.”

b. PROBLEM

➤ BACKGROUND

The Universidad Nacional de Loja was born on December 31, 1859 The Federal Government headed by Manuel Carrión Pinzano by Decree provides that attached to the College San Bernardo (original name of the present College Experimental Bernardo Valdivieso), studies are taught Jurisprudence, Philosophy, Theology and Medicine, reaching become effective only in February 1859 Jurisprudencia.¹³ Supreme Decree is based Law College Board, which gives students the opportunity to complete the studies in this specialization, but without granting any title, because the respective academic degrees were to surrender at the Universities of Quito, Guayaquil or Cuenca.²⁶ December 1895En liberal revolution General Eloy Alfaro, Supreme Chief of the Republic, created the School of Jurisprudence, still attached to school "San Bernardo" and empowers you to that gives its graduates the academic qualifications of Bachelor, JD and Abogado.⁹ October 1943 Executive Decree issued by the Head of the Nation, Dr. Carlos Alberto Arroyo del Río, the University Board of Loja is raised to University category consists of the Faculties of Law and Social Sciences and Sciences, which this high Studies Center began receiving the same from other universities, being empowered to confer degrees and diplomas that correspond to the Faculties or Schools that currently make up and that in accordance with the Act, will establish posteriormente.² May 1990 The National University of Loja UNL aware of their role in society to contribute to the solution of regional problems in the context of national and universal, decided to promote academic institutional reform by implementing Modular System for Academic Transformation "Samot" Objects, which is based on the construction-implementation of curriculum proposals, which are designed from the knowledge of the problems of the social, cultural, political , economic, environmental, and professions, are aimed at fostering an emancipatory education, ie training professionals able to develop their talents and knowledge in the

course of his life and committed to the solution of the basic needs of the September 2002 society.¹⁶ starts changing academic and administrative structure of the UNL, which consisted of the removal of the Faculties and the organization of institutional actions in five areas-Academic Administration (AAA). Since then it has promoted actions in the functions of human resource development, research, links with the community financial and administrative management, linked to the priority problems of the Southern Region of Ecuador, on the basis of the Strategic Development each of the AAA and the Fourth Strategic Development Plan 2003-2008.

Influence's Area. - South Region of Ecuador, located in the southern end of the Ecuadorian territory, comprising the provinces of El Oro, Loja and Zamora. It comprises three main areas with clear differentiation of climate, physiography, soils and vegetation: littoral or coastal zone, which corresponds to the lower part of the province of El Oro, consisting of the coastal plain, flood plain and western piedmont while zone Andean, which corresponds to the upper part of the province of El Oro and Loja province-wide, typically mountainous, with prevalence of hillside land and few flat areas, wavy and slightly tilted, and the eastern or Amazon, wholly owned by the province of Zamora Chinchipe, consisting of the eastern ridge, narrow valleys and elongated River sub Nangaritza and middle reaches of the river Zamora, and the slopes of the Cordillera Subandina predominantly mountainous few flat areas.

MISSION.- The academic and professional quality in the context of Samot, solid scientific and technical, social relevance and values the production and application of scientific, technological and technical, to provide a universal science and solving specific problems environment, the generation of thought, promotion, development and dissemination of knowledge and culture, offering specialized services, and innovative participatory management, qualified staff, institutional and socially committed.

VISION.- The National University of Loja is a public higher education institution, secular, open to all currents of thought that guides social consciousness; fundamental reference for the development of the Southern Region and the Country, with high levels of quality, relevance and commitment, renowned nationally and internationally for the actions of its employees in response to social demands, the generation and application of scientific and technological knowledge, recognition of ancestral knowledge and practices and their ongoing interaction with the social sectors.

The Bachelor of Science in Education, Major: English Language is a subunit Undergraduate Level Academic Area of Education, Art and Communication of the National University of Loja next training professionals in the teaching of English by the lapse of 39 years.

Since 1990, the traditional teaching model was replaced by the pedagogical model called Modular System for Academic Transformation Objects. Since then, modular programming is guided by issues of reality that constitute Transformation objects for which, through formative research, is trying to formulate alternative solutions. Race is training professionals with scientific and technical knowledge in the English language skills to take on the responsibilities of the teaching in preschool, primary and high school. Moreover, the emphasis is on the development of the following professional skills: use of language as a means of communication with emphasis on oral expression, development of reading comprehension and written production, phonological awareness, morphological, syntactic, semantic and pragmatic, didactic Teaching and assessment of learning English Language. Moreover as a professional career humanist, critical and creative, able to propose solutions to the problems of social reality.

➤ **Current situation of the research**

Extracurricular Activities are so important all over the world especially for students and professional ones, because now days, with the increasing competition and

increasing number of eligible candidates the parameters set for selection by the employers have widened too. These parameters are more diversified and cover many other aspects apart from your academic background.

Gone are the days, when 80 to 90 percent marks were the only selection criterion for the employers. Nowadays, a decent academic background with extracurricular activities is considered a complete package not only for students also for their future employers. These activities actually helps developing or exploring certain qualities in you which prove beneficial in your professional life.

Extracurricular activities tell a lot about your overall personality. Your extracurricular activities reveal your competencies and abilities as student or professional and give employer a clearer picture of you. If one is completely focused on studies, it may seem that you are bit introvert and despite your congenial nature, employer might not be able to judge your aptness for his company environment.

Activities like sports, anchoring and other activities not only explain about your other talents but also showcase your certain hidden traits which cannot be presented physically. For example if you had been a part of sports team or any other team then this shows that you are a team player and know how to work complementarily to your team. You could exemplify time management.

If you had been a captain, you very well know what a leader means and the responsibilities that go along. You also know how to manage different people and resources and get the work done. Further a sportsman also signifies dedication and positive spirit of competition.

Not only sports, the above example will fit in any task. Being a mere anchor or a host, will signify your good communication and your ability to act in front of number of people. If you had undertaken different activities, this will reveal your urge of exploring new things and undertaking challenges.

Well in this scenario of high competition, students must not leave any stone unturned to get an edge over others. This era of experimentation and innovation demands a holistic approach and outgoing personality with required knowledge and academic exposure. Simply being an academician might turn you perfect in one field but inappropriate for many.

Someone has rightly said that if you are not selected for a job that means the job was not appropriate for you. Companies only search for the right fit for a particular position. And every student has his/ her own framework in which he/ she fits into. So, define your own niche and frame your future.

Research Problem.

The present research is about Extracurricular Activities within the Development of the English language learning process, with the researcher believes that it has an impact in the academic performance of the students of English Language Career at Universidad Nacional de Loja.

Nowadays The English language is considered one of the most important languages in the world because every day it is in all areas of society but especially in education, for this reason its demand has increased for people who want and need to learn this language.

The knowledge is given in the interaction of the subject with the object, by means of their own understanding and acts and the search of freedom and personal autonomy. These ideas guide the institution to generating of new ideas of social transformations and not as a simple place of social and cultural reproduction”.

The all society needs to look for the best way to arouse the interest of students or to make them interested in the subject that is going to teach. For this reason teachers need to look for a good strategy that helps them to work with their students in a correct way.

To avoid that the students are unmotivated, teachers need develop a strategy that involve the student`s participation and cooperation.

It is also very important to mention that some teachers are not well trained to develop this job, because it requires a lot of dedication and vocation especially.

The Efficiency of education not only depends on the educational Institution staff and the rules adopted for it for the development of teaching it also includes the student performance attitude and aptitude and the Extracurricular activities in what they are involved. For that reasons the researcher believes convenient to research: **What are the extracurricular activities considered by teachers on the development of the English language learning process with students of modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic Year 2013?**

- **Delimitation of the research.**
- **Temporal:** Academic year 2013.
- **Spatial:** To develop the research work the researcher has chosen the Universidad Nacional de Loja.
- **Observation Units:** The people who will help the researcher in order to collect the needed information are the students of modules 4th and 6th of the English Language Career and their teachers.

➤ **Subproblems:**

- How do Extracurricular Activities play an important role in the English Language learning process with the students in modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic year 2013?

- What types of Extracurricular Activities do teachers consider to support the English Language learning process with the students of modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic year 2013?

c. JUSTIFICATION

The present research Project seeks to understand how students of the 4th, 6th, modules of the English Language Career at Universidad Nacional de Loja and teachers work with the English language learning process. Because it is not only an important theme, also it is very interesting to know how students learn the new language.

This research is about extracurricular activities within the development of English language learning and it is considered that extracurricular activities are important into the learning process, because they help learners to understand the language in a better way facilitating the learning process through the contact with the English world that surrounds us.

From the educational point of view it is so important to develop the present research project because the Extracurricular Activities play an important role in the English language learning.

The present research is also suitable because it is a theme that can help to the English teachers to solve many problems on the learning process of the English language, through several strategies that let them to improve the teaching- learning process of the English language and it is also a previous requirement, in order to get the Licentiate´s degree in Sciences of Education, English language specialization.

d. OBJECTIVES

General:

To search the influence of Extracurricular Activities on the development of English language learning process with students of modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja” Academic year 2013.

Specific:

To determine the role that Extracurricular Activities play on the English language learning process with the students of modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic Year 2013.

To analyze the types of Extracurricular Activities that teacher considered to support the English Language learning process with the students in modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic year 2013.

e. THEORETICAL FRAME

HOMEWORK

“Purpose:

Homework is reinforcement for concepts and information taught in the classroom. As with class assignments, homework should be differentiated. Teachers are to make sure that there are accommodations for students who have fine motor and writing difficulties.

Homework should not only consist of paper/pencil tasks, but also time for reading and hands-on activities and experience. Homework is one of the many vital learning activities in which students engage toward overall academic success. Its purpose is to:

- ✓ Strengthen concept attainment, skill development, and reinforcement;
- ✓ Extend opportunities for independent work and/or study;
- ✓ Apply concepts initially presented in the classroom;
- ✓ Develop initiative, responsibility, self-direction, and organizational skills;

Provide a sense of satisfaction and achievement and enhance self-confidence and self-esteem. Homework is assigned on Monday – Thursday.

The only weekend or holiday homework should be part of a long term assignment, for which the student has the opportunity to work on during different times.

These guidelines may include independent reading and/or being read to, and practice of basic math facts which should also occur for at least 15 minutes every night. Students, who miss regular instruction due to participation in enrichment activities including instrumental music classes in grades 4 & 5, may have to complete class work beyond the allotted homework time.

If a student has genuinely worked on an assignment for the full allotted time and has not been able to complete the assignment, the student should bring in a note signed by the parent to inform the teacher. Conversely, if a student completed the homework quickly, it is a good idea to spend the remaining time reading, writing letters, practicing basic math facts, and/or going over previous class work. This will help to reinforce positive homework habits and helps students from rushing through assignments.

MAKE-UP WORK

Students are allowed to make-up missed assignments once they return to school. Teachers should allow sufficient time for the work to be completed. Parents please do not call the front office for make-up work; contact your child's teacher. ”¹

HOMEWORK RESPONSIBILITIES

Homework Checklists and Timelines

Homework is a shared responsibility among students, teacher and parents planned and organized by the teacher, consistent with the needs and abilities of students, purposeful to students, reviewed and returned to students in a timely manner. The purpose of homework is to enhance student achievement; help students become self-directed independent learners; and to develop good work habits. Effective time management often requires a device or other apparatus that helps to keep us on track. A planner isn't the only tool you can use; I like to use a checklist any time I have an important job to do, especially if it will take several days or weeks to complete. The next time you have a big writing assignment or project that will involve many steps and stages, you should start by creating a checklist or a timeline.

¹VALE, Mary. Homework
http://www.montgomeryschoolsmd.org/uploadedFiles/schools/maryvalees/about/Maryvale_Homework_Policy.pdf

Carry it with you or keep it in your homework space - but just to be safe, keep a copy on your computer as a backup.

Teacher	Student	Parent
<ol style="list-style-type: none"> 1. All assignments are clearly explained in class and written directions are clear and concise. 2. Due dates are given for all assignments. 3. Homework focuses on skill/strategy reinforcement. 4. Assignments are varied and require the use of a number of skills. 5. Homework is checked for completion, but is not graded. 6. Homework will be included as a learning skill on the student's report card except for Kindergarten. 7. In the case of an absence or missed assignment, teachers will provide the materials and assignment with a new due date. Homework is not assigned on designated religious holidays. 	<ol style="list-style-type: none"> 1. Students must be aware of and keep track of assignments. 2. Students must ask for help, clarification, or further explanation if needed. 3. Students will organize their time to complete the assignments in the allotted time. 4. Students will work to ensure that their work is neat. 5. The students' work reflects their best effort of quality. 6. Students will take responsibility for being sure that work is turned in to the teacher on time. 	<ol style="list-style-type: none"> 1. Monitor your child's assignments. 2. Provide a quiet study area. 3. Establish a designated time for homework. 4. Make necessary resources (paper, pencils, crayons, rulers, calculators, etc...) available. 5. Encourage your child to complete his or her homework independently as much as possible and assist only as needed. 6. Monitor your child's work for understanding. 7. Communicate individual student needs with the teacher. 8. Arrange with the teacher the collection of assignments during periods of excused absences.

After School:

- ___ Mark new due dates on your calendar
- ___ Make a shopping list for supplies needed for future assignments
- ___ Set up email or text message reminders
- ___ Proof read written assignments

- ___ Put all work into book bag
- ___ Place book bag in designated location
- ___ Check your calendar to determine a study time for tomorrow
- ___ Set your alarm for morning

In the Morning:

- ___ Pack a lunch and/or snack to put in your book bag (to avoid distractions)
- ___ Eat something for breakfast
- ___ Take your book bag to school
- ___ Leave early

During Study Time:

- ___ Date all your notes
- ___ Use color-coded sticky notes (when reading)
- ___ Double-check due dates”²

Organize Your Homework Time

“Help your child to make a schedule and put it in a place where you'll see it often. Writing out assignments will get him used to the idea of keeping track of what's due and when. If your child is not yet able to write, write it for him until he can do it himself.

² Grace Fleming, About.com Guide. Homework Checklists and Timelines. ©2013 About.com. All rights reserved.
<http://homeworktips.about.com/od/timemanagement/a/checklist.htm>

Teachers generally give students tips on how to study. But it takes time and practice to develop good study habits. To reinforce good habits at home, you can help your child manage time to complete assignments. For example, if your eighth grader has a biology report due in three weeks, discuss all the steps she needs to take to complete it on time, including:

- selecting a topic;
- doing the research by looking up books and other materials on the topic and taking notes;
- figuring out what questions to discuss;
- drafting an outline;
- writing a rough draft; and
- Revising and completing the final draft.

Encourage your child to make a chart that shows how much time she expects to spend on each step”³.

Small Homework Areas: If you have a little space.

A little Space can go a long way. “You may not be able to dedicate an entire room, or even most of a room to a study area for your children. You can however add a few features to an existing room, making it a great place to study and do homework. One of the best places to set up a homework area is in a dining room or eating nook. Children are able to work on homework in an inviting area without needing additional tables or chairs added to the home. Young elementary age children may need to use a booster to be at the proper height for writing. A small organized bookshelf can be added to the eating area to hold books and school supplies. Or existing cabinetry can store these same items. This same concept can be used in other

³ WITMER, Denise. Organize Your Teen's Homework Time. US Dept. of Education. http://parentingteens.about.com/cs/homeworkhelp/qt/homework_tip2.htm

rooms of the home. By adding just a few elements you can convert a section of the room into a study area for your family.

Benefits of some space.

Having just enough space means that you'll be able to have the things your child needs to study, without having an excess of items that really aren't needed. If your Homework area is in family common areas, you will probably be able to give the necessary supervision while still performing other duties in the home. With good organization even a small amount of space can serve a family well.

Pitfalls to avoid.

Depending on where you have set up your study area, you may still have to address some of the concerns of people who have a lot of space, or no space. Make sure that if you are setting up an area in a place in your home that is secluded, i.e. A bedroom, separate office, etc. that you realize that students will still need supervision. If you decide to include a computer connected to the internet in a separate part of your home, be aware of the need for internet safety and education for your children. One of the best ways to protect your family is to keep any computers connected to the internet located in a central area of the home. If instead your section for studying is going to be in common areas of your home, it will be necessary to limit distractions during homework and study time. Make your home a T.V. and stereo free zone during homework time

People with no space.

Okay, setting up a study area is great, but you barely have room to sleep, eat, and relax. If you've already gotten everything possible out of your home and it is still crammed full, it's time to think about a portable study area. Consider using a wheeled

housekeeping cart that can hold and sort supplies, and even books. Lap desks can be stored also, but keep in mind that elementary children are still developing writing skills and lap desks may not be conducive to proper techniques for small children.

Benefits of no space.

There probably won't be many problems with keeping an eye on students completing homework. While you may feel cramped in a small space, it also creates comfort for students who may need assistance. Organization becomes a necessity when space is at a premium.

Teaching your children to keep items well organized not only maximizes their present space, but gives them valuable lessons that will aid them in life. Portability can quickly transform any space into a great study area.

Pitfalls to avoid.

Be careful to avoid uncomfortable reading and writing surfaces. Even if space is very hard to come by, children need a place where they can comfortably complete assignments. Without a lot of space disorganization can become a problem quickly. Make sure you find proper storage and teach your kids how to use it. Be sure to avoid distractions from television, radio, conversation, etc. Homework time needs to be an important time where the entire family is supportive about accomplishing assignments. Utilizing whatever resources your family has, you can add a few items to your home, reorganize them, and create a great space for your children to learn and succeed”⁴.

⁴ AGUIRRE, Sarah. Small Homework Areas. About.com Guide. ©2013 About.com. All rights reserved. http://housekeeping.about.com/od/childrensrooms/a/homeworkarea_2.htm

Top 5 Tips for Remembering Homework Assignments

“I left my homework at home! How many times have you said this? It’s a terrible feeling to know you’re going to get a failing grade on homework after you actually did the work. It seems so unfair! There are ways to prevent this dilemma and others, but you must be willing to prepare ahead of time to save yourself from future headaches. The most important thing you can do to avoid a dilemma like this is to establish a strong routine.

Establish a Homework Base

Does your homework have a home? Is there a special place where you always put your paperwork each night? To avoid forgetting your homework, you must establish a strong homework routine with a special homework station where you work each night. Then you must get in the habit of putting your homework where it belongs right after you finish it, whether this is in a special folder on your desk or in your backpack. One idea is to put the completed assignment in your backpack and leave the backpack right beside the door.

Buy a Homework Bell

This is one of those ideas that sounds silly, but it really works! Go to a business supply store and find a counter bell, like those you see on store counters. Place this bell in the homework station and work it into your homework routine. Each night once all the homework is completed and in its proper place (like your backpack), give the bell a ring. The ringing of the bell will let everyone know that you (and your

siblings) are ready for the next school day. The bell will become a familiar sound, and one that your family will recognize as an official end to homework time.

Use Your Email

Email is a great invention for writers. Each and every time you write an essay or other assignment on the computer, you should get in the habit of sending yourself a copy via email. This can be a real lifesaver! Simply open your email as soon as you finish your document, then send yourself a copy by attachment. You'll be able to access this assignment from anywhere. If you forget it—no problem. Just go to the library, open, and print.

Home Fax Machine

The fax machine can be another lifesaver. These contraptions have become very affordable lately, and they can come in quite handy for parents as well as students in a time of crisis. If ever you forget an assignment, you might be able to call home and have a parent or sibling fax your assignment to the school office. It may be a good time to talk with your parents about investing in a home fax machine if you don't have one already. It's worth a try!

Put a Checklist by the Door

Try putting a checklist somewhere conspicuous where you and/or your parents will see it each morning. Include homework, lunch money, personal items—anything you need each day. Remember, it's the routine that makes this work.

Be creative! You can put a checklist by the front door, or perhaps you prefer someplace more interesting. Why not place a sticky note on the back of your cereal box each time you open a new one?

Follow the progress your child is making in math. Check with your child daily about his homework.

If you don't understand your child's math assignments, engage in frequent communication with his or her teacher.

If your child is experiencing problems in math, contact the teacher to learn whether he or she is working at grade level and what can be done at home to help improve academic progress.

Request that your child's teacher schedule after-school math tutoring sessions if your child really needs help.

Advocate with the principal for the use of research-based peer tutoring programs for math. These tutoring programs have proven results, and students really enjoy them.

Use household chores as opportunities for reinforcing math learning such as cooking and repair activities.

Try to be aware of how your child is being taught math, and don't teach strategies and shortcuts that conflict with the approach the teacher is using. Check in with the teacher and ask what you can do to help. Ask the teacher about online resources that you can use with your child at home.

At the beginning of the year, ask your child's teacher for a list of suggestions that will enable you to help your child with math homework.”⁵

⁵ Grace Fleming, About.com Guide. Top 5 Tips for Remembering Homework Assignments. ©2013 About.com. All rights reserved.
<http://homeworktips.about.com/od/timemanagement/tp/forgot.htm>

Does homework affect student learning?

“Myth 1: Homework increases academic achievement.

What researchers say: Cooper (1989a) argues that reviews on the link between homework and achievement often directly contradict one another and are so different in design that the findings of one study cannot be evaluated fairly against the findings of others.

Myth 2: Without excessive homework, students’ test scores will not be internationally competitive.

What researchers say: Information from international assessments shows little relationship between the amount of homework students do and test scores. Students in Japan and Finland, for example, are assigned less homework but still outperform U.S. students on tests (Organisation of Economic Cooperation and Development 2004). Other studies find a positive relationship in math, but not in reading (Fuchs et al. 2004).

Myth 3: Those who question homework want to weaken curriculum and pander to students' laziness.

What researchers say: Kralovec and Buell (2001) note that homework critics rarely question the work assigned but rather the fact that the work is so often performed at home without adult supervision to aid the learning process.

The link between assignment of homework and student achievement is far from clear, as noted by Cooper and other researchers (Trautwein and Koller 2003). In "The Homework Myth" (2006), Kohn says calling the relationship between homework and achievement inconclusive may be too generous, arguing there is no conclusive evidence that homework provides any benefits—either academic or nonacademic—to

students. Kralovec and Buell (2003) attribute the lack of conclusive evidence to the diversity of research questions and designs used in homework research. And Cooper, Robinson, and Patall (2006) note that educators claim "a long list of both positive and negative consequences of homework" (6), suggesting a need for continued examination of the subject.

The positive and negative effects of homework can be grouped into categories. Supposed benefits include immediate achievement and learning, long-term academic benefits, nonacademic benefits, and benefits to parents and families. Supposed disadvantages include loss of interest in school due to burnout, lack of leisure time, interference by parents, cheating, and disparity between performance levels of students. However, it is not known if this disparity would be any more of a disadvantage in homework than in regular classwork.

The following studies are representative of the inconclusive nature of homework research:

- Paschal, Weinstein, and Walberg (1984) discovered through a meta-analysis of fifteen quantitative studies that homework did have a positive effect on achievement, especially in certain grade levels. Specifically, traditional, daily, and graded homework had the greatest positive impact on student achievement in the fourth and fifth grades.
- Townsend (1995) examined the association between homework and achievement in language acquisition among third graders. Results from her study indicated that students who were assigned homework scored higher on vocabulary tests than those who were not.
- Mikk (2006) examined the association between homework and math achievement in forty-six countries. Interestingly, student achievement was lower in countries where homework counted toward grades, where it was the

basis of classroom discussion, and where students corrected homework in class.

- Swank (1999) examined the differences in test scores among fourth graders who either did or did not do homework. Her findings indicated no differences in math achievement scores between students in the two homework groups.

It is important to note, however, that correlational studies such as these show only that one or more factors are associated with others. They do not show that one factor causes another. Experimental studies, on the other hand, are designed to show causality.

To gain a more complete understanding of the homework/achievement link, Keith (1982) developed a model using path analysis. A path analysis is an extension of a correlation in which a researcher statistically tests proposed links where the presence or absence of one or more factors may lead to certain events, statuses, or factors that then cause an outcome, such as student learning. The causal model is a visual and mathematical representation of specific relationships between the factors and outcomes in question (Garson 2006).

According to Keith's proposed path analysis, homework has a causal effect on high school achievement. He also found that intellectual ability followed by study time showed the strongest direct effects on student achievement. It is important to remember, however, that path analysis does not assume causality—it simply proposes a model of causality. In other words, Keith's model does not explicitly show a causal link between homework and achievement, but it shows that such a link is possible.

Van Voorhis (2003) examined the association between homework and science achievement in middle school grades. Accounting for variables in students' backgrounds, their teachers, and the involvement of their families, Van Voorhis found that students who completed more science homework earned higher science

grades on their report cards. She also noted that interactive assignments—those that require interacting with other students or with parents—and parent involvement were important factors in ensuring homework's effectiveness.

De Jong, Westerhof, and Creemers (2000) accounted for the relationship of many factors to one another in examining homework and math education. Through their multi-level analysis, the researchers found that the amount of homework was the only factor related to achievement—and that it accounted for only 2.4 percent of the difference in achievement between students who did homework and those who did not. Notably, the frequency of homework assignments and the amount of time students spent on them were not related to achievement.

Addressing the question of homework's effect on student achievement, Cooper (1989a) says the majority of the studies that have been examined are correlational, not causal, in nature. Kohn (2006) follows the same line of thought: "A significant correlation is clearly a prerequisite for declaring that homework provides academic benefits, [but] it isn't sufficient to justify that conclusion" (14). The association between homework and achievement, in other words, may be the result of another, not studied, factor that influences both.

Given the shortcomings of correlational studies, Cooper (1989a) and Cooper and colleagues (2006) suggest an emphasis on experimental and quasi-experimental studies. However, numerous shortcomings still exist in the seventeen studies Cooper examined. Trautwein and Koller (2003) highlight several limitations of the research literature. For instance, although student achievement has been found to be higher in classes where homework was assigned than in classes without homework, methodological weaknesses temper the strength of the conclusions that can be drawn from these studies.

Trautwein and Koller (2003) also say that lack of longitudinal data and the fact that some of the studies are conducted by teachers themselves, rather than impartial researchers, may lead to overstating the effects of homework. In fact, studies that have included longitudinal data or other checks and balances in the research design have found that homework has a negative effect on achievement (Cooper et al. 2006; Trautwein and Koller 2003).

Does homework have other effects?

Researchers also have examined possible nonacademic benefits from homework. Corno and Xu (2004) call homework the job of childhood. By examining taped sessions and interviews with parents and students, they discovered that homework helped third graders learn responsibility and develop time-management and job-management skills. The students also learned to work on schoolwork when they did not want to and to adjust their attentiveness to the demands of a specific assignment. These and similar benefits, such as good study habits and independent learning, have been found by other researchers as well (Johnson and Pontius 1989; Warton 2001). Although not explicitly linked to achievement, it is logical to assume that these factors lead to improved achievement.

It is less clear whether homework can facilitate parents' involvement in children's schoolwork, however. Some researchers have found that homework has a positive effect on parents and families by allowing them to show an interest in their children's academic progress (Hoover-Dempsey et al. 2001). Balli (1998) discovered that when parents help their sixth-grade children with homework, the students believe they do better in school—regardless of how they feel about working with their parents.

Epstein (1988) examined homework, parent involvement, and student achievement in elementary schools. She found more time spent doing homework, more help from parents, and more requests for parent involvement from teachers were associated with

lower achievement in reading and mathematics. Epstein attributes the results to the possibility that parents may spend more time helping their children if they are poor-performing rather than high-performing students.

Adding to this hypothesis, Cooper, Lindsay, and Nye (2000) found that students whose parents were more involved in their homework had lower test scores and class grades. This was especially true among elementary school students. In addition, a study by Balli, Wedman, and Demo (1997) reported mixed reviews of the impact of parent involvement on student achievement. Findings from this rigorous study revealed that high levels of family involvement were not significantly associated with high levels of academic achievement. The study did suggest that family involvement might have behavioral benefits, however, such as increased companionship between parents and children and increased awareness on the part of parents of their children's academic life.

Homework also has potentially negative associations, one involving students' economic status. Some have argued that homework can increase the achievement gap between students from affluent and poor families. High-achieving students who have extra resources from home, they say, benefit from homework because they have more opportunities to complete it and often get help with assignments. Low-achieving students from poor families, on the other hand, suffer due to home circumstances caused by economic deprivation. Such circumstances as parents working several jobs, frequent moves, and crowded homes make it difficult to complete homework or any at-home academic learning (Scott-Jones 1984; McDermott, Goldman, and Varenne 1984). Thus, higher income students who are high achieving gain the most from homework when compared to other high-income or high-achieving students, which begs the question of how much lower-income students—and especially low-achieving lower-income students—can benefit from homework.

Cooper and colleagues (2006) say many of the "negative effects attributed to homework contradict the suggested positive effects" (8). In Chen and Stevenson's (1989) cross-cultural examination of homework in grades one, three, and five, the researchers argue that homework can have a negative impact on students' attitudes toward school. Bryan, Nelson, and Mathru (1995) claim that homework overexposes children to academic duties, decreasing their interest and increasing their physical and emotional fatigue; researchers call this the satiation effect. Similarly, in an examination of parent and student perceptions, Coutts (2004) found that homework may take away leisure time and may not be as varied or useful as work done in class. So, is homework beneficial to students? The studies discussed in this review cite both potentially positive and potentially negative effects on students, highlighting the difficulty in forming sound conclusions about the value of homework. Although the overall effects of homework on student achievement are inconclusive, studies involving students at different grade levels suggest that homework may be more effective for older students than for younger ones.

Does the effect of homework vary with students' age?

For example, Dufresne and Kobasigawa (1989) examined home study time among students in grades one, three, five, and seven and the students' responses to test items asking them to pair words associated with each other. The researchers found that older students (the fifth- and seventh-graders) spent more time studying harder items and performed better than the younger students. This may be because "younger children are less able than older children to ignore irrelevant information or stimulation in their environment" (Muhlenbruck, Cooper, Nye, and Lindsay 2000, 298). In addition, Hoover-Dempsey and colleagues (2001) say younger children have less-effective study habits because of their inability to focus and avoid distraction.

Other studies provide similar results. Leone and Richards (1989) examined the association between how much time students spend on homework and what grades they receive. The results showed a positive association between the amount of homework and students' grades for children in grades six through ten and a negative association for children in grades two through four. These findings contribute to the body of research claiming that homework may be detrimental to younger students. Bempechat (2004) argues that younger students' social and cognitive abilities—such as their inability to focus adequately—may moderate the effect of homework on achievement. Despite these extra difficulty younger children may face, Bempechat suggest that homework still provides a way to help them become better learners.

Cooper (1989a) noted a trend in these results: Essentially, as students age, the positive effect of homework on achievement becomes more pronounced. However, Cooper and colleagues (2006) caution against viewing the grade-level effect as fact. The findings may be attributed to various circumstances, they say. For example, differences in students' attention spans and study habits may account for differences in homework's effects. However, it may also be possible that teachers use homework in early grades to establish routines, instill a sense of responsibility, and help students learn time management, rather than for any immediate gains in achievement.

Muhlenbruck and colleagues (2000) provide a direct examination of the link between homework, grade level, and achievement. Their study, which addressed several concerns regarding the possible effects of students' age, yielded these findings:

- The amount of homework increases as student's age.
- Homework may serve different purposes at the elementary and secondary levels.
- Teachers do not give students more help if they have trouble with homework.

- Lower-achieving students may take more time than higher-achieving students to finish assignments.

These findings suggest that the low correlation between homework and achievement at the elementary level may be due to the intended purpose and type of the homework and the reaction of specific students, rather than the homework itself. Age, then, is but one of the factors that need to be taken into account when assessing the association between homework and student learning.

How do different groups of students react to homework?

Much research has been conducted to try to understand the ways in which various types of homework and various situations influence different groups of students. This research indicates that a variety of factors influence homework's effect on students, including the subject matter, the amount of homework, and the nature of the assignment; classroom factors such as provision of materials and follow-up discussion in class; and home or community factors such as parent involvement (Cooper 1989a).

Additionally, much research has been conducted to understand how such factors influence different groups of students. The results have shown that the effects of homework may be influenced by students' academic performance level, ethnicity, and socioeconomic status (SES).

Cooper and Nye (1994) conducted an extensive examination of the literature on homework and students with learning disabilities. Although their review did not conclude overall effectiveness of homework for these students, it did conclude that other variables influence the link between achievement and homework. For instance, monitoring such homework habits as notebook organization was found to be a potentially effective method for "improving the completion rates and accuracy of

homework assignments for students with learning disabilities" (Cooper and Nye 1994, 477).

Although some studies have concluded that homework is an insignificant factor in the achievement of students with learning disabilities (Truesdell and Abramson 1992), a study conducted by Rosenberg (1989) suggested that three factors maximize the effectiveness of homework assignments completed by this group of students. These factors are the rate of homework completion, the percentage correct on homework assignments, and the rate of acquisition of the content being presented. Thus, "homework can be employed to increase the effectiveness of direct instruction sequences with students diagnosed as [learning disabled]" (314).

Researchers have also focused their attention on the effects of homework among various ethnic or socioeconomic groups. As reported in one study, students in predominantly minority schools do less homework than those in predominantly white schools. In addition, students in schools that are identified as low performing and that have high percentages of students in poverty do less homework than students in more high-performing and high-SES schools (Easton and Bennett 1989).

Another study examined the influence of homework, among other variables, on student grades across five ethnic groups: white, black, Hispanic, Asian American, and Native American students (Keith and Benson 1992). This study employed structural equation modeling, a statistical technique for building and testing models of interacting among factors and outcomes. Structural equation modeling provides a more rigorous method of examining relationships between variables than path analysis alone (Garson 2006). Researchers then examined the relationships between those created constructs using path analysis. In this nationally representative study, the researchers concluded that, relative to other ethnic groups, homework had a stronger impact on Asian American students than on those of other ethnicities. "The

differences suggest that not only do Asians report completing more homework, on average, but that each hour of homework they do complete has a greater effect on their learning than for other ethnic groups" (91). The researchers hypothesized that other factors, such as parent support at home, may help strengthen homework's effect on students of various ethnic and racial backgrounds.

What types of homework assignments are effective?

Homework may be defined in simple terms as "tasks assigned to students by school teachers that are meant to be carried out during non-school hours" (Cooper 1989a, 7), but the topic has many aspects, including the purpose of homework, the interaction level of the assignment, and teacher feedback.

Purpose

Perhaps the greatest distinction that can be made when discussing homework is its purpose. Homework can be assigned for instructional and noninstructional purposes (Cooper, 1989a), both of which can be further subdivided.

Instructional homework is generally assigned for one of four purposes:

- Practice homework, the most common type, is assigned to reinforce material presented in the classroom and to help student's master individual skills. In a study of teachers' use of homework in high schools, Murphy and Decker (1989) found that teachers most frequently assigned homework to reinforce class material (55 percent) and to master course objectives (23 percent).
- Preparation homework is assigned to introduce students to material the teacher will present in the future.
- Extension homework asks students to apply previously learned skills to different contexts.

- Integration homework requires students to produce a product, such as a social studies project, by applying multiple skills.

Teachers report assigning extension and integration homework far less frequently than practice and preparation homework (Murphy and Decker 1989).

The second level of homework, *noninstructional* homework, also includes four subcategories (Epstein and Van Voorhis 2001):

- Homework assigned for personal development is intended to help students improve behavioral skills, such as time management or self-confidence.
- Homework assigned to improve communication between parents and their children is identified as parent-child relations homework, such as developing a family tree.
- Peer interaction homework is assigned to more than one student in an effort to build and develop team-working skills.
- Policy homework is often assigned to fulfill mandates from school or district administration, such as requirements for a specified amount of daily or weekly homework.

Little or no research has been conducted on the effects of noninstructional homework. However, as mentioned earlier, homework assigned to younger students may have its main effects on nonacademic outcomes, and teachers may be assigning young student's homework for noninstructional purposes.

The literature on types of homework is generally restricted to descriptions of the purpose of each type and how often homework of that type is assigned in the classroom. Research comparing the effects of the various types of homework on academic achievement is far less exhaustive. Of the studies that do exist, researchers have focused on the two most frequently reported purposes of homework: Practice

and preparation. However, these types of homework are often studied independently. For instance, of the eight studies included in Cooper's (1989b) meta-analysis of preparation and practice homework, only two studies examined the effects of both types.

In an effort to compare these two homework practices, Foyle (1985) examined their effectiveness in tenth-grade American history. Although, like many researchers, he concluded that homework—compared to no homework—had a statistically positive impact on student achievement, Foyle did not find a significant difference in achievement between practice and preparation homework.

In addition, Cooper's (1989b) meta-analysis of preparation and practice research revealed no conclusive results regarding comparisons of the two. However, he concluded that, "with regard to achievement, all eight studies found that homework involving preparation for new material or practice of old material led to higher scores on tests than homework that dealt solely with the content of the present day's lesson" (122).

The small number of studies conducted on the impact of homework assigned for different purposes leaves policymakers with little evidence on which to base decisions.

A couple of research studies, however, have examined the role of homework policy. In one older study, schools in which more homework was routinely assigned had higher levels of student achievement compared to schools where regular homework was not expected (Rutter, Maughan, Mortimore, and Ouston 1979). In a more rigorous statistical test of school homework policies and student math achievement, Philips (1997) found that students at schools where above-average amounts of homework were assigned (compared to the total sample of schools) had higher math achievement than did students at schools where students did less homework.

Interaction

Homework can be further classified by level of interaction, or the social context in which it is completed; that is, independently, by a group of students, or with help from a parent, sibling, or other individual (Cooper 1989a).

Most studies that measure the impact of homework on achievement focus on homework completed without help from others. Little research exists on the impact of homework completed by a student working with one or more other people. Yet, multiple studies highlight the impact of parent involvement on homework. Because approximately eighty-seven percent of the first eighteen years of a child's life is spent outside of school, parents have the opportunity to exert a great degree of influence over their child's time (Walberg, Paschal, and Weinstein 1985). This potential for impact has lent itself to numerous studies on the impact of parent involvement on homework, but research still provides highly mixed reviews of just how much impact can be attributed to parent involvement.

A quasi-experimental study by Van Voorhis (2003) looked at science homework involving interaction between parent and student to measure its impact on family involvement and academic achievement. (Such a study tests causal hypotheses without random assignment.) The researcher found that these assignments promoted higher levels of parent involvement than did noninteractive assignments. In addition, students who were assigned interactive homework also returned more homework assignments than students who were assigned noninteractive homework. Finally, she found that students who were assigned interactive homework received better science grades than students who were assigned other types of homework.

Although the findings from this study are encouraging, other studies mentioned earlier in this review have not demonstrated a clear and positive link between parent involvement in homework and student learning.

Teacher feedback

The teacher's response to homework assignments is occasionally reported as a factor influencing the impact of homework on achievement or other outcomes. According to Cooper (1989a), teachers can provide four types of feedback:

- Letter grades that evaluate students' performance on the homework.
- A review of the homework that provides students with ways to improve their work.
- Verbal or written praise or criticism.
- Nonverbal incentives, such as extra recess.

An experimental study conducted by Murphy and Decker (1989) revealed that the majority of teachers (approximately three-quarters of them) check and grade homework. Although this study did not examine the impact of such feedback on student achievement, the results could indicate the level of importance teachers place on homework, which may indirectly influence the rate at which students complete it.

Several other studies examining teacher feedback have focused on its effects on student achievement. Cooper's (2001) review of studies that included teacher feedback measures found no significant impact on student achievement from the type of feedback provided by teachers. While the use of incentives has been shown to increase homework completion rates, most such studies have focused on learning disabled students in math classes and failed to examine the effects of teacher feedback on other groups of students or in other content areas.

The types of homework are further classified by the amount of homework assigned, which includes both frequency, or how often homework is assigned, and length of completion, or time involved to complete homework (Cooper 1989a). However, as

Cooper points out, few studies separate the two factors, which are often used interchangeably when discussing amount of assigned homework.

How much time should students spend on homework?

Overall, a review of mainly correlational studies examining the amount of homework and its relation to achievement revealed encouraging findings. Cooper's (2001) meta-analysis of seventeen studies measuring such a relationship noted fifty correlations among the studies; "of the 50 correlations, 43 indicated that students who reported spending more time on homework also scored higher on a measure of achievement or attitude" (26). This relationship held true across elementary, middle, and high school grade levels. Another study showed some indications that the optimal amount of homework for high school students was 1½ to 2½ hours per night, and less for younger students (Cooper, Robinson, and Patall 2006).

Unlike the studies included in his 2001 meta-analysis, a later study conducted by Cooper and colleagues differentiated between the amount of homework assigned by the teacher and the amount that students completed (Cooper et al. 1998). Interestingly, the amount of homework assigned by teachers was typically unrelated to student achievement; yet, as in his earlier findings, student reports of the amount of homework completed were positively associated with student achievement.

By contrast, in a study conducted by De Jong, Westerhof, and Creemers (2000), the researchers contend that "teachers giving less homework are less effective" (152). They caution, however, that such a finding pertains primarily to teachers who give significantly small amounts of homework but do not define "small amount."

Some researchers argue that the relationship between time spent on homework and academic achievement is weaker for students in elementary grades than for older students (Cooper and Valentine 2001; Cooper 1989a). Researchers often attribute

such a discrepancy to the fact that younger students typically have shorter attention spans than older students. However, other researchers offer contrasting views and contend that the impact of homework time on achievement is greater at the earlier (fourth and fifth) grade levels, compared to the later (sixth to tenth) grade levels (De Jong, Westerhof, and Creemers 2000). Additionally, some research suggests that the positive relationship with student achievement weakens when middle school students spend more than one hour on homework per day (Cooper et al. 2006).

Studies have also looked at how long students of various ability levels spend on homework. Several researchers contend that low-performing students spend more time on homework than high-performing students do (De Jong, Westerhof, and Creemers 2000; Epstein and Van Voorhis 2001).

Other studies have found just the opposite, however (Keith 1982; Leone and Richards 1989). De Jong and colleagues (2000) argue that when students are grouped on the basis of ability, teachers assign more homework to high-performing students than to low-performing students, perhaps because they expect more from the high achievers (Burstein 1993). However, in classes of mixed ability, the lower-performing students spend more time on homework than their higher-performing peers, which may account for the difficulty in finding clear relationships between time spent on homework and student achievement.

Although little research has been conducted on the impact of homework completed during in-school versus out-of-school hours, it is worth noting such a distinction. In a longitudinal study conducted by Keith, Diamond-Hallam, and Fine (2004), researchers used structural equation models to examine the effects of in-school versus out-of-school homework on high school students. They concluded that homework completed outside of the school day had a greater impact on grades and achievement

test scores than homework completed in study hall or elsewhere during the school day.

The No Child Left Behind Act of 2001 (NCLB) has brought a surge of federal and state funding for out-of-school-time programs that provide academic assistance, such as homework help, for low-performing students. Although the literature on the relationship between homework completed out of school and academic achievement is sparse, Cosden and colleagues (2001) examined ten studies that evaluated after-school programs offering academic activities and homework assistance. Only two of the studies reported improved academic achievement; however, several noted improvements in behavioral skills, such as increased academic motivation and improved work habits, which may indirectly impact achievement.

Overall, these researchers noted, "After-school programs can serve a protective function for children, particularly for those who do not have access to other structured after-school activities or homework assistance at home" (Cosden et al. 2001, 216). Results from a rigorous three-year study of the 21st Century Community Learning Centers program, which mandates programs to provide out-of-school-time enrichment, remediation, and homework assistance in reading, math, and other subjects, did not find any connection between providing structured time for homework completion and academic performance (James-Burdumy, Dynarski, Moore, Deke, Mansfield, Pistorino, and Warner 2005).

What the research means for school districts

The conflicting nature of the research findings noted in this review reflects the continuing debate surrounding the value of homework. Over the past 150 years, the public's support for homework has waxed and waned on a fairly regular cycle. Today, however, increased demands for accountability are being put on public education. U.S. schools have never before been confronted with requirements for academic

performance as stringent as those enacted in NCLB. The new backlash against homework could be viewed as part of the natural cycle, or as a fresh perspective on how these strict accountability requirements affect students.

Regardless of the reason, school leaders and educators need definitive, research-based guidance on the role homework should play in their school systems. Although homework cannot serve as an easy answer to raising student achievement, the literature suggests that it can have a direct effect on student learning under certain conditions and an indirect effect under other conditions. The results, while not clear cut, suggest the following lessons:

- Homework appears to provide more academic benefits to older students than to younger students, for whom the benefits seem to lie in nonacademic realms, such as in improving study skills and learning structure and responsibility. The amount of homework provided to younger students may therefore be less important than simply assigning something to help them establish routines and learn personal responsibility.
- The amount and type of homework seem to be more important factors for older students. Interactive assignments that bring parent and child together to extend school-day content may be useful. Older students appear to benefit from completing homework on a regular basis, although it is unclear whether better students do more homework, or doing homework creates better students. Nor is it clear whether providing structured time for students to do homework results in any major learning gains. However, postsecondary education (e.g., community college or university) requires independent study outside of class and, thus, facilitating practice of these study and time management skills at home appears to be a reasonable policy at the high school level regardless of any connection between secondary student learning and homework.

- Students from low income households, especially those who are low performing, may not benefit from homework in the same way as do students from more financially secure households.
- If the results are clear about any link between homework and student learning, it is for students with learning disabilities. The additional time to practice skills under the supervision of a parent seems to be a successful method for meeting the learning needs of these students.
- Homework also appears to facilitate learning for Asian American students to a greater extent than it does for students of other ethnic and racial heritages, although, notably, the reasons for such a difference are not clear.
- Having teachers assign homework that prepares students for upcoming lessons or helps them review material that has not been covered recently may have more impact on student learning than assigning homework that simply continues the school day's lessons into the evening hours.

The central lesson of this body of research is that homework is not a strategy that works for all children. Because of its possible negative effects of decreasing students' motivation and interest, thereby indirectly impairing performance, homework should be assigned judiciously and moderately. Heavy homework loads should not be used as a main strategy for improving home-school relations or student achievement”⁶.

⁶ DUKE S, Alexandria. Edvantia, formerly the Appalachia Educational Laboratory, is an education research and development not-for-profit corporation founded in 1966. Posted: February 5, 2007 © 2007 The Center for Public Education.
<http://www.centerforpubliceducation.org/Main-Menu/Instruction/What-research-says-about-the-value-of-homework-At-a-glance/What-research-says-about-the-value-of-homework-Research-review.html>

PROCESS OF LEARNING ENGLISH

Basic Vocabulary and Grammar

“The foundations of any language, especially English, lie in vocabulary and grammar. Grammar consists of syntax and phonemes. Syntax is the rule system of language that determines how words combine to form sentences, and phonemes are the spoken sounds associated with a language's written symbols. Because English has many exceptions to its spelling and grammar rules, it's important to learn these as soon as possible. Although most letters and syllables in English are associated with their own phonemes, different words can use different phonemes for the same letter, as in the words "father" and "ash." The English language has 42 phonemes. English flashcards can be an invaluable aid when you're learning vocabulary, but learning proper pronunciation requires a live speaker or audio.

Listening and Speaking

Before you begin reading texts in English or listening to audiotapes, be sure you understand the basic rules of syntax (for example, the subject-verb-object sentence structure). Become used to hearing, reading and comprehending English just as well as speaking or writing it. Learn to instantly translate the words in your mind--when you're conversing in any language, you don't have time to stop and think about what was said. Listen to audiotapes or sound files online to increase your listening fluency and commit a set amount of time per day to observing how native speakers use English in conversation. Don't just use textbooks; they teach you the correct use of the language but usually not the idioms and quirks of speech that feature in conversation.

Immersion

Once you have a solid grasp of conversational English from audiotapes or another source, immerse yourself in the language by surrounding yourself with native English

speakers and speaking to them in English. Focus especially on speaking with proper grammar. Ask for the correct expression, syntax or pronunciation. Correcting your mistakes early on is the best way to ensure your success in learning English.”⁷

LEARNING THE ENGLISH LANGUAGE

“Learning English is an important step for many people. Immigrants need to learn the basics of the English language to work and live in an English-speaking country such as the United States, Great Britain and Australia. Many businesses based in countries that do not speak English also place great emphasis on hiring employees who can speak the language to deal with international clients and corporations. Mastering English is quite a challenge, but there are some standard methods and techniques that can help anyone become proficient with time and practice.

ESL Classes

The structure and community provided by ESL classes is often highly effective for learning English. Experienced teachers instruct groups of students using specially designed activities and exercises.

Having a weekly routine in which a student attends class and interacts with teachers and peers is key for learning the language. Instructors help answer questions and doubts, and classmates are a source of support and companionship.

Computer Programs

People can also learn English in the privacy of their own homes. Interactive language software is useful for picking up the basics of the language.

⁷ SMATHERS, Michael O. **Process of Learning English**. University of West Georgia Demand Studios writer since April 2009
http://www.ehow.com/about_5149917_learning-english-important.html

One of the programs on the market for learning English is Rosetta Stone, which comes with instructions in the user's native language, interactive lessons, review exercises and a headset that allows the person to listen to native pronunciation.

Movies and Music

Movies and music are also great resources for learning English. Listening to the natural dialog in English while following along with the subtitles for meaning is an excellent exercise.

For instance, a Peruvian immigrant to the United States can pick out a major Hollywood movie at Blockbuster with Spanish subtitles.

The same principle can be applied to music. A language learner can listen to a song while following along with the lyrics sheet and translate the lyrics.

Real-World Practice

After all the studying, it comes down to putting what you have learned to practice. Once a person is comfortable, he should try having a conversation with a native English speaker, such as meeting English-speaking friends, ordering food at a restaurant or talking to the cashier while making a purchase at a local store. Little by little, a person's brain becomes accustomed to listening, speaking and thinking in another language. Patience and practice will pay off over time.”⁸

ENGLISH LANGUAGE LEARNING METHODS

“Learning the English language can, at times, be a difficult process. Supplement the curriculum of language courses with English language learning methods that you can practice yourself.

⁸ THYBERG, David. **Learning the English Language**. Professional writer, editor and translator from the University of Pittsburgh 2007.
http://www.ehow.com/way_5459276_learning-english-language.htm

By combining both a language class with additional English language learning methods, you can expedite the process of mastering the English language.

English Immersion

When learning the English language, immerse every aspect of your daily life with the language itself. Listen to English television and radio. Purchase English language magazines and cut out advertisements that are appealing to you.

Hang the advertisements around your living space to have constant visuals of the English language. Create a music playlist of English language music and listen to it while driving or exercising.

By using these additional efforts to surround yourself with the English language, you can foster your success with learning English.

Native Speakers

With the complexities and complications of the English language such as tenses, spelling and grammar rules, listening to native English speakers as much as possible provides the opportunity to hear how the language is used in everyday speech.

The benefit of using this English language learning method is that you can not only gain more exposure to the English language, you can also become familiar with the slang or jargon of the language.

Speak It

Along with immersing yourself in the English language and listening to native speakers, another step in practicing supplemental English language learning methods is for you to speak English whenever possible. Though it can be uncomfortable to speak English if you are unsure about how to properly express what you are trying to

say, openly speaking English can allow you the chance to learn where you are making mistakes through the corrections of others.

Read and Record

Understand what your abilities are in English by recording yourself reading an English language text. When listening back to your English speaking abilities on the recording, you can analyze where your strengths and weaknesses are as far as pronunciation.

A benefit of practicing this English language learning method is that you can track your progress by keeping the recordings for review.”⁹

HOW TO LEARN ENGLISH IN AN EFFECTIVE WAY

“Anyone can learn a language, but not everyone learns in an effective manner. Effective language learning results in a near mastery of the language. Through effective language learning, you can communicate with other speakers and read material in English. English is an important language to master, because it is widely used across the world.

Instructions

Determine how you learn best. Do you learn best through listening or reading? Or do you learn better when you combine reading and listening? Knowing your strengths will help you adopt an effective strategy to learn English. Whatever method you choose, make certain that you learn how to both read and write the language. You will not have learned English effectively if you cannot do both.

⁹ **BLAIR, Foy. English Language Learning Methods.** Master of Arts in mass communication from North Dakota State University and a Bachelor of Science in journalism from University of Wisconsin 2006.
http://www.ehow.com/info_8216671_english-language-learning-methods.html

- Set out a plan for learning. In this plan, decide how much time per day you will devote to learning English. Also, pick a learning method, or more than one method. It is necessary to maintain this schedule as much as possible so that your learning progress will be consistent.
- Expose yourself to English as much as possible. Mastering English means being able to speak and write it. Watch English-language TV shows, read English-language books, or use software with pronunciation guides. Antimoon offers a useful program that helps you learn how to say English words properly.
- Immerse yourself in the language. Language immersion involves only speaking a certain language so you can learn it better. During the language immersion period, you cannot speak your native language. Language immersion experience may involve traveling to attend a special program, such as the English language immersion program offered by the Penobscot School in Maine.
- Practice as much as you can. Take every chance you get to speak or read English. Although it is always easier to use your native language, that will not help you learn English. Do not be discouraged by small setbacks. It may take you a while to learn English well enough to communicate effectively, but you must be persistent.”¹⁰

THE EFFECTS OF TECHNOLOGY ON ENGLISH LEARNING

“There is much information written about the benefits of technology in education and the effects of technology on English learning. Advocates for integrating technology into the English classroom emphasize the positive effects of technology. It is important, however, to take a more critical look at the effects of technology on

¹⁰ SARFIN, Rachel. **How to Learn English in an Effective Way**. Master of Arts in Middle Eastern studies at the Hebrew University of Jerusalem. 2008.
http://www.ehow.com/how_6638814_learn-english-effective-way.html

English education so that we can maximize the positive effects and minimize the negative ones.

Inactivity

Computer usage in classrooms increases children's amount of sedentary time and decreases their amount of active time. Physical activity helps to keep the brain active and focused, so it is important for students to be physically involved in their learning. With the increased use of technology, the physical aspect of learning is often neglected.

Changes in Communication

While technology opens the door to opportunities and access to people outside our immediate social circle, the result of the virtual world often closes doors to real-world encounters. Technology has increased the opportunities for long-distance communication, but in exchange decreases our ability to communicate proficiently in face-to-face encounters. The effect on students might be that they are not learning some very essential social skills. This particularly applies to ESL students, who need face-to-face encounters to learn the social nuances and unspoken social rules of another culture.

Reading and Writing

Social networking sites, such as Facebook and Twitter, are thriving on the use of short snippets of information, shortened forms of full words, and fully developed sentences and thoughts. Although these programs are not used in the academic setting, we have to recognize that students use these sites regularly, and it is dramatically changing the way we read and write. This major social trend in the use of technology in everyday lives has a tremendous negative effect on education, especially English language learners (ELLs). Additionally, the use of educational

technology in the classroom promotes shorter pieces of reading, which has a negative impact on students' ability to read longer pieces of writing.

General Findings

A report by the Milken Exchange on Education Technology indicates that the positive effects of technology on education far exceed the negative effects. For example, students learn more in less time when they receive computer-based instruction, and the use of technology results in higher level reasoning and problem-solving abilities. The negative effects were minimal by comparison.

Requirements for Positive Effects

Even in studies that show overwhelmingly positive effects of technology on English learning, it is important to note that the achievement of positive effects is the result of some common components. Teachers must be educated and trained to understand a variety of strategies and methods to integrate technology into the English classroom, must have access to the technology while planning, must have technical assistance available to themselves and students, and must be involved in ongoing and long-term staff development to support the use of technology in English learning. No matter how sophisticated the technology may be, without these factors, the positive effects of technology on English learning are often lost.”¹¹

WHAT IS A LEARNING STYLE?

Introduction: Language workers must plan many aspects of their program and most will involve learning and teaching activities. Both are affected by your learning style. Knowing your learning style preferences can help you plan for activities that take advantage of your natural skills and inclinations. You can use several learning style

¹¹ LIN, River. **The Effects of Technology on English Learning.** Master's degree in teaching English as a second language from Ball State University USA 2007. http://www.ehow.com/list_5994208_effects-technology-english-learning.html

inventories to discover aspects of your learning style and create a learning style profile, summarizing and correlating your results.

Definition: A learning style is the unique collection of individual skills and preferences that affect how a person perceives, gathers, and processes information. Learning style affects how a person

- acts in a group
- learns
- participates in activities
- relates to others
- solves problems
- teaches, and
- works.

BENEFITS

Knowing your learning style will help you plan for learning tasks such as language learning.

When learning activities in your plan match your learning style preferences, you will find them satisfying and motivational. If possible, try to choose these kinds of activities.

When learning activities do not match your preferences, you are less likely to persevere. If you cannot avoid certain activities that do not match up well with your preferences, look for ways to modify the activities to take advantage of your preferences.”¹²

¹² **JOHNSTON**, Clay & **ORWIG**, Carol J. **Your Learning Style and Language Learning**. extract from the LinguaLinks Library, Version 3.5, published on CD-ROM by SIL International, 1999.

LEARNING STRATEGIES

“Learning strategies are one of the most important fields in educational area, they help to the process of acquiring knowledge, facilitating a more effective learning.

Are the operations or steps used by a learner to facilitate the acquisition, storage, retrieval and use of information? In other words, learning strategies are the processes which learners use to learn a language, to make sense of the information being presented.

All human are capable to learn since that we born until we died, during this process, we can learn a lot of things in our diary life, but especially when we are studying our learning is increasing because we are acquiring new learning ways, between them we have study strategies, that helps us to learn in a better way.

In other words: LEARN IS:

- Understand
- Think
- Discover
- know
- Reflect
- Do
- Solving problems
- Wish
- Experience
- Apply
- Feel

Learning strategies are the factor that always should be present in all learning process. The lack of learning strategies is one of the main causes why students feel unmotivated to learning. Besides students need be motivated to learn, the lack of motivation by part of the teacher can become an obstacle in the development of the learning, So that it is necessary to motivate to who wants to learn. The main aim is that students master a series of learning strategies, and it becomes able to respond to the demands of the task and the situation, in other words to achieve that the students to be able to develop learning significant.

COGNITIVISM

It is done by relating previous knowledge with new. Cognition is made up of eight cognitive processes:

- Observation,
- Definition,
- Memorization,
- Following instructions,
- Classification,
- Comparison,
- Inference and
- Analysis.

It consists of two basic processes occurring simultaneously, monitoring your progress as you learn, and making changes and adapting your strategies if you perceive you are not doing so well.

The second part is to show the results obtained after applying metacognitive and learning strategies, and in the second part of the goal is to ensure that differences show students who have worked with different learning strategies, if you are focused

more to the formation of processes to content, thereby treating the student learns to learn.

For example if you are about to take a final exam, you could try some metacognitive strategies such as:

- How much time will it take me to study?
- What strategies work best for me on essay exams?
- What is my goal?
- How motivated am I?
- What do I already know about the topic?

AWARENESS

Some lessons can only be learned once, and for it you need know the following:
Consciously identify what you already know.

- Define the learning goal.
- Consider your personal resources
- Determine how your performance will be evaluated.
- Consider your motivation level.
- Consider the task requirements.
- Reflect on the learning process, keeping track of what works and what doesn't work for you.
- Monitoring your own learning by questioning and self-testing.
- Provide your own feedback.
- Keep concentration and motivation high.”¹³

¹³ (Lepper, 1988, p. 292). Volume 1, Fall 2008 • Page 15

THE SEVEN LEARNING STYLES

“How many ways are there to learn about a subject? According to the latest findings by several leading psychologists, there are seven specific types of learning styles. This means that in order to maximize learning advantages, you must define the type of learner that you have, and cater the lesson to that particular learning style. For example, if your child is primarily a linguistic learner, you could incorporate several novels into your curriculum. You could encourage short stories to explain scientific developments, or allow the student to rewrite a difficult math problem into a story problem. If he/she is primarily logical, you will want to emphasize charts, tables, and diagrams. Venn diagrams work well with a logical learner. Read each description below to determine which style best describes your student. Remember that it is possible to have more than one style of learning, particularly in the intrapersonal and interpersonal categories (numbers six and seven), which have traditionally been interpreted as personality types.

Linguistic:

This type of learner loves to read, write, and tell stories. They tend to memorize places, dates, names, and trivia very easily, and are always mesmerizing you with their incredible tales. They have a remarkable ability to repeat back everything you have ever told them, word for word. Encourage their creativity, and do your best to distinguish between the truth and exaggeration (it is all well intended). These students learn best by saying, hearing, and seeing words. Ask them to write down a word or a phrase, and it is forever locked into their memory. Encourage them to participate in spelling bees and creative writing courses. You could have another Shakespeare on your hands!

Logical:

This child is very mathematically inclined. They enjoy solving problems, particularly if they are math related. They are similar to Dr. Spock, on Star Trek, in that they are very logical, straight-forward types of learners.

They will plague you with questions on how things work, how things relate to one another, and why things are here. Their favorite toys as young children were likely building blocks, and pattern puzzles. Answer their ongoing questions with as much patience as you can muster, and know that one day they may likely become an engineer.

This type of student learns best by categorizing, classifying, and working with abstract patterns or relationships. Ask them to make a chart or to show relationships between different items. For example, "What kind of effect does the El Nino have on the stock market?". They will not only come up with an answer, but they will be able to explain the process and developmental stages of the relationship.

Spatial:

These are the visualizers. They spend most of the day dreaming, watching movies, and staying as far away from reality as possible. If they seem particularly "down", asking them to draw a picture will get you much further into the nature of the problem, than asking them to tell you about it. Allow them to develop their senses and their natural artistic abilities. They are very good at working with colors and pictures, and using the "mind's eye". Allow them to play a couple of educational computer games, such as Civilization or the Oregon Trail, or to daydream under a tree. They could be hard at work thinking about a particular problem, but have yet to put it on paper. These types of learners are very artistic, although they often have problems expressing it. Encourage any type of creative endeavor.

They may become the next developer of an international theme park.

Musical:

If your child is always walking around the house humming a tune, or always needs music to study by, then he/she is likely a musical learner. This type of learner is best at noticing details, pitches, and rhythms that escape the normal listener. They are excellent at keeping tune, and are adept at turning the abstract into concrete objects. They learn best through rhythm, melody, and music. For memorization techniques, ask them to write a song about the lesson (rap works well as a narrative), or teach them a song. Encourage their natural love of music, and try to incorporate music into as many lessons as possible.

Bodily:

This type of learner is always on the move. They constantly walk around, they have to touch everything, and they use body language to convey their feelings. They would rather play sports or do a craft than sit down and read a book. They need active education! Keep them moving. Play word games in the pool, have spelling lessons during tennis. Take them camping to learn about geography and nature. These are the learners who can do more than one thing at a time. Generally recognized as ADHD (Attention Deficit Hyperactivity Disorder), many are misdiagnosed. Allow them to use all of that extra energy to learn. Remember to incorporate sense development and interaction with space during their lessons. Attempt to keep the duration of each lesson down to a minimum (10-20 minutes depending on age), and change subjects frequently. Interdisciplinary lessons are very successful with these types of learners.

Interpersonal:

These are the "social butterflies". They adapt easily to any type of social situation, have many friends and are excellent leaders. They are patient, understanding, and very empathetic, which makes them a favorite among their playmates. They generally make good leaders because of their ability to mediate conflict, and are often referred

to as "the Peacemaker" of the family. Encourage their love of people, and allow them to be with many different types of people. They will likely bring home a number of different types of friends. Although this can be difficult at times, it is important to support and accept all of them. This type of learner will do best in a group situation as they compare, share, relate, and interview other people. If no group is available, don't be surprised to see them create one in their animals or toys!

Intrapersonal:

These strong willed people work best alone. They pursue their one interests and have a deep understanding of themselves. They pride themselves on being independent and original, and they tend to stand out from the crowd without even trying. They are the "strong, silent type". They do best in self-paced instruction, individualized projects, and working alone. Allow them to be by themselves, but continue to encourage their socialization skills. Create a number of situations for them to socialize, yet allow them to maintain their own space.

These children work best alone, and often need to be encouraged to socialize. In conclusion, we all have elements of each learning style. But the truth is that one or two types stand out in each of us. Determine which style of learner your child is, and figure out ways to incorporate that learning style into your teaching. Continue to encourage the student to figure out alternative styles, and teach.”¹⁴

WHY LEARNING ENGLISH IS IMPORTANT

“If some of your loved ones are not fluent in English, it may be beneficial for you to explain to them the benefits of learning to read and speak the language. People may disagree about the importance of knowing English, but if you fully explain the

¹⁴ MANTLE, Stacy .**The Seven Learning Styles**. Teaching/Learning Methods and Skills, Pedagogy May 1, 2001. <http://www.lesstutor.com/sm1.html>

opportunities that knowing English can provide, it may encourage them to start the learning process.

Jobs

Some businesses that deal with international clients and suppliers rely on English-speaking employees to help with day-to-day operations to interpret, translate and communicate directly with English-speaking customers and clients. Being fluent in English can improve employment opportunities.

Travel

Even if you go to another country where you don't speak the native tongue and the country's primary language is not English, you probably will be able to find someone who can speak at least a little English. According to FunEasyEnglish.com, more than 900 million people in the world are either native English speakers or speak English as a second language. If you know English, you have a chance to communicate almost anywhere you travel.

Children

Parents raising children in an English-speaking country may have a problem helping their children through school if they do not understand English. For example, if they send their children to school and the teacher does not speak their native language, parents are likely to have a problem communicating with the teacher. In addition, if the children have homework they do not understand, parents who don't understand English cannot help them.

Opportunities

In addition to job opportunities, there are other opportunities available for those who learn English. Learning English can improve the chances of being accepted into advanced training programs or colleges in English-speaking countries. Learning

English also can expand the ability to access news and information, much of which is generated only in English.

Native Speakers

Even native speakers of English would do well to learn how to use the language properly. Many native speakers of English have trouble with vocabulary, spelling, grammar and punctuation, which can greatly limit their ability to advance professionally or succeed in advanced training or education.”¹⁵

HYPHOTHESES

✓ **GENERAL HYPOTHESIS**

- The Extracurricular activities have a big influence within the development of English language learning process with students in modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic Year 2012-2013.

✓ **SPECIFIC HYPOTHESES**

- The Extracurricular Activities influence on the English language learning process with the students in modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic year 2013.
- The application of Extracurricular Activities helps to develop the English Language learning process with the students in modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic year 2013.

¹⁵ **ROMANO, Lauren. Why Learning English Is Important.** eHow Culture & Society Languages Learn English 2007. http://www.ehow.com/about_5149917_learning-english-important.html

f. METHODOLOGY

✓ DESIGN OF THE INVESTIGATION

This work has been characterized as non-experimental, because it is a socio-educative work and it will be developed in a descriptive way. The researcher will not have the chance to manipulate the variables of the work.

The researcher will apply a survey and study of documents and the description of the facts in the same way that they show themselves in the researched reality to discover the data and the obtained results in the research.

✓ METHODS, TECHNIQUES AND PROCEDURES METHODS

• Scientific Method:

“The scientific method is a group of logical procedures that the researcher uses to discover and enrich the science and it has some steps for example: the observation, problem statement, hypothesis, hypothesis’s verification and conclusions; all of these will be used in the present research work.

• Descriptive method:

The descriptive method consists in the observation and the actual description of facts, phenomenon, and cases which are interested in this research work. All of them will help in the information’s collection and tabulation that we will get about the techniques applied by the teachers and its influence in the reading comprehension and writing production with the use of the survey for teachers and students, where we will apply the corresponding analysis and interpretation.

• Hypothetic – Deductive Method:

It is logical method which uses the cases, facts or particular phenomenon through the hypothesis to discover the real situation. This method is important because the

researchers will use a students' sample to realize the study about the extra-curricular activities.

- **Analytic – Synthetic Method:**

By means of the analysis and the synthesis that this method proposes, the researcher will process the obtained information through different sources to do the theoretical references and to analyse, synthesize and interpret the results.”¹⁶

- ✓ **TECHNIQUES**

- ✓ **The survey:**

This technique will be applied to teachers and students through a survey with some questions to know How do the Extracurricular activities influence on the English language learning process with students in modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”.Academic Year 2012 – 2013?

- ✓ **TECHNIQUES AND INSTRUMENTS**

In order to get the empiric information about the research object we will use the following techniques and instruments.

The **survey** to the teachers and students of English career in order to know what kind of formation they offer to the students about Extracurricular Activities and how it helps them for their professional performance. It also will be applied to the students in modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic year 2013, to obtain information about the level of knowledge that they have developed in their process' formation. It will be applied through a

¹⁶ Dawson, Catherine, 2002, Practical Research Methods, New Delhi, UBS Publishers'Distributors

questionnaire that will be elaborated with open and close questions about the indicators that will guide our investigative work.

To apply the survey we will explain the purpose of the project and the intention of the survey so the actors of the teaching learning process won't deny supporting the development of this important work.

➤ **PROCEDURES**

Once we recover the empiric information we will process it following these phases:

✓ **Tabulation**

“In the tabulation of the data obtained in the field research the researcher will use the descriptive statistics for the closed questions and unifying criteria from the reason or explanation of every question, and we will contrast the information of the teachers and students which will let researcher to get the right information.

✓ **Organization**

After the empiric information is organized, the questions will classify appropriately that will help to prove every hypothesis and to keep in mind the variables of the same ones as a guide that will support to prove them.

✓ **Description**

The obtained data once researcher has organized them will be described in statistic tables that will show the frequency and the percentage of the obtained indicators in the applied instruments. This will let us to representing the information graphically.

• **Graphic Representation**

After the researcher has described the data, we will represent them graphically, so it will facilitate the interpretation and consequently the critical analysis of every question. We will use the bars diagram to show this information.

- **Interpretation and analysis**

Once the information is presented in tables and graphs, it will be interpreted according to the obtained percentages and it will be analyzed according to the categories of the theoretical frame, the main tendencies in the outcomes and the variables of the specific hypothesis.

- ✓ **Hypothesis verification**

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

- **Formulation of conclusions and elaboration of the report**

The conclusions will be drawn based on a specific analysis of the results and they will serve to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated the present research. Finally the elaboration of the final report will be designed through chapters that let the understanding of the theory and of the results that we will obtain in the present research which can be used to develop more researchers in the future.

- ✓ **POPULATION AND SAMPLE**

For the well development of the present research project, the researcher believes convenient to carry out it with the total 100% of the population because it only involves the student and teachers of 4th and 6th modules of the English Language Career at Universidad Nacional de Loja. Academic Period 2013.

- Students: 137
- Teachers:7

MONTHS ACTIVITIES	2012																2013							
	SEMPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Analyzing Different issues at Teaching learning process			X	X																				
Delimitation of the theme					X	X																		
Problem Statement							X	X		X	X													
Consistency matrix												X												
Justification													X	X										
Objectives														X										
Theoretical Frame															X	X								
Hypotheses													X											
Methodology																	X							
Organization and Management of the research																		X						
Time table																								
Bibliography																		X						
Teachers and students' survey Design																		X						
Delivering the first draft of the research																			X					
Student's Presentation																				X	X	X	X	
Review and Correction of the Thesis Project																							X	

ACTIVITIES	2013																											
	MONTHS																											
	Mar				Apr				May				Jun				Jul				Oct				Nov			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
PHASE II: THESIS DEVELOPMENT																												
Project presentation				x																								
Appointment of the teacher advisor					x																							
Project checking						X																						
Project Approval							x																					
Appointment of the thesis director							x																					
Application of the instruments							x	x																				
Thesis development								x																				
Tabulation									x																			
Elaboration of the tables and graphs										x																		
a. Theme											x																	
b. Introduction											x																	
c. Summary												x																
d. Review of the literature												x																
e. Materials and methods												x																
f. Results (interpretation and analysis)												x																
g. Discussion												x																
h. Conclusions												x																
i. Recommendations												x																
j. Bibliography												x																
k. Annexes												x																
PHASE III: REVISION AND APPROVAL																												
Thesis revision													x															
Thesis presentation													x	x														
Thesis approval															x													
PHASE IV: PHASE OF INCORPORATION																												
Submission of the folders																x												
Private qualification																	x											
Corrections																		x										
Public sustentation and incorporations																			x	x	x							

h. BUDGET AND FINANCING

ORGANIZATION Y MANAGEMENT OF TINVESTIGATION

- **RESOURCES**

- **HUMAN**

- ✓ The resources that will be part of this project are:
- ✓ The researcher: Fernando Israel Poma Riera.
- ✓ The students of 4th and 6th of the English Language Department.
- ✓ The English Language teachers of Universidad Nacional de Loja.

- **MATERIAL**

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

- **BUDGET**

❖ Impression of the first draft	\$150
❖ Impression of the second draft	\$380
❖ Impression of the final work	\$450
❖ Transport	\$80
TOTAL	<u>\$1,060</u>

- **FINANCING**

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

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ANNEXE



UNIVERSIDAD NACIONAL DE LOJA
Education, Art and Communication Area

English Language Department

TEACHER'S SURVEY

Dear Teacher:

I will appreciate your kindly answering the questionnaire below, in order to carry out this research work entitled: **“EXTRACURRICULAR ACTIVITIES ON THE DEVELOPMENT OF THE ENGLISH LANGUAGE LEARNING PROCESS WITH THE STUDENTS OF MODULES 4TH AND 6TH OF THE ENGLISH LANGUAGE DEPARTMENT AT “UNIVERSIDAD NACIONAL DE LOJA”.ACADEMIC YEAR 2013”**, as a requisite previous to obtain my bachelor’s degree in English Language teaching.

HYPOTHESIS ONE:

The Extracurricular Activities influence the English language learning process with the students in modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic year 2013.

1. - Do you consider, that extracurricular activities (homework) increase the level of the English language learning?

Yes ()

No ()

How? _____

2. – Mark the columns with an “X” according with the student or teacher Homework responsibility?

a) Statistic Table

HOMEWORK RESPONSIBILITY	TEACHERS	STUDENTS
All assignments are clearly explained in class and written directions are clear and concise		
Due dates are given for all assignments		
Homework focuses on skill/strategies reinforcement		
Assignments are varied and require the use of a number of skills		
Must be aware of and keep track of assignments		
Must ask for help, clarification, or further explanation if needed		
Will organize their time to complete the assignments in the allotted time		
Will work to ensure that their work is neat.		

3. - In your opinion, what factors influence homework’s effect on your students?

- a. - Subject matter ()
- b. - Amount of homework ()
- c. – Nature of assignment ()
- d. – Discussion in class ()
- e. – Home community factor ()
- f. – Parent involvement ()

4. –What is your students’ reaction towards extracurricular activities (homework) you ask them to perform?

- a.- Enthusiasm ()
- b.- Interest ()
- c.- Apathy ()
- d.- Disgust ()

5.- What is the frequency of homework completion in your class?

- a.- Always ()
- b.- Usually ()
- c.- Sometimes ()
- d.- Rarely ()

HYPOTHESIS TWO

The application of Extracurricular Activities helps to develop the English Language learning process with the students of modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic Year 2013

6. - How often do you assign Homework to your students?

- Daily ()
- Once a week ()
- Twice a week ()

7. - Which kinds of Extracurricular Activities (homework) do you ask your students to work?

- 1. Reinforcing studied contents. ()
- 2. Organizing previous knowledge. ()
- 3. Researching about a topic (cultural-linguistic) ()

4. Developing projects applying multiple skills. ()

5. – Application of learned skills in different contexts. ()

6.- improving personal skills (time management and self-confidence) ()

8. - How do you guide your students to develop the Extracurricular Activities (homework) stated above?

9.- How long should your students devote daily to the completion of the homework you assign them?

2 hours per day ()

1 hour per day ()

½ hour per day ()

Other _____

THANK YOU.



UNIVERSIDAD NACIONAL DE LOJA
Education, Art and Communication Area
English Language Department
STUDENTS' SURVEY

Dear Student:

I will appreciate your kindly answering the questionnaire below, in order to carry out this research work entitled: **“EXTRACURRICULAR ACTIVITIES ON THE DEVELOPMENT OF THE ENGLISH LANGUAGE LEARNING PROCESS WITH THE STUDENTS OF MODULES 4th AND 6th OF THE ENGLISH LANGUAGE DEPARTMENT AT “UNIVERSIDAD NACIONAL DE LOJA”.ACADEMIC YEAR 2013”**, as a requisite previous to obtain my bachelor’s degree in English Language teaching.

HYPOTHESIS ONE:

The Extracurricular Activities influence the English language learning process with the students in modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic year 2013.

1. - Do you consider, that extracurricular activities (homework) increase your level of the English language learning?

Yes ()

No ()

How? _____

2. – Mark the columns with an “X” according with the student or teacher Homework responsibility?

a) Statistic Table

HOMEWORK RESPONSIBILITY	TEACHER	STUDENT
	S	S
All assignments are clearly explained in class and written directions are clear and concise		
Due dates are given for all assignments		
Homework focuses on skill/strategies reinforcement		
Assignments are varied and require the use of a number of skills		
Must be aware of and keep track of assignments		
Must ask for help, clarification, or further explanation if needed		
Will organize their time to complete the assignments in the allotted time		
Will work to ensure that their work is neat.		

3. - In your opinion, what factors influence the development of your homework?

- a. - Subject matter ()
- b. - Amount of homework ()
- c. – Nature of assignment ()
- d. – Discussion in class ()
- e. – Home community factor ()
- f. – Parent involvement ()

4. –What is your reaction towards extracurricular activities (homework)?

- a.- Enthusiasm ()
- b.- Interest ()
- c.- Apathy ()
- d.- Disgust ()

5.- As a student, What do you consider is your homework's fulfillment frequency?

- a.- Always ()
- b.- Usually ()
- c.- Sometimes ()
- d.- Rarely ()

HYPOTHESIS TWO

The application of Extracurricular Activities helps to develop the English Language learning process with the students of modules 4 and 6 of the English Language Department at the "Universidad Nacional de Loja". Academic Year 2013.

6. - How often does your teacher assign you Homework?

- Daily ()
- Once a week ()
- Twice a week ()

7. - Which kinds of Extracurricular Activities (homework) does your teacher ask you to develop?

- 1. Reinforcing studied contents. ()
- 2. Organizing previous knowledge. ()
- 3. Researching about a topic (cultural-linguistic) ()
- 4. Developing projects applying multiple skills. ()
- 5. – Application of learned skills in different contexts. ()

6.- improving personal skills (time management and self-confidence) ()

8. - How does your teacher guide you to develop the Extracurricular Activities (homework) stated above?

9.- How long do you devote daily to the completion of the homework?

2 hours per day ()

1 hour per day ()

½ hour per day ()

Other _____

THANK YOU.

CONSISTENCY MATRIX

THEME: “Extracurricular activities on the development of English language learning with the students in modules 4th and 6th of the English Language Department at the “Universidad Nacional de Loja”. Academic year 2013”				
PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
<p>MAIN PROBLEM</p> <p>What are the extracurricular activities considered by teachers on the development of the English language learning process with the students in modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic Year 2012 - 2013?</p>	<p>GENERAL</p> <p>To search the influence of Extracurricular Activities on the development of English language learning process with the students in modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja” Academic year 2012 - 2013.</p>	<p>GENERAL</p> <p>The Extracurricular activities have a big influence on the development of English language learning process with students in modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic Year 2012-2013</p>		<ul style="list-style-type: none"> • Homework • Homework responsibilities • Organize Your Homework Time
<p>SUBPROBLEMS</p> <p>How do Extracurricular Activities influences on the English Language learning process with the students in modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic year 2012-2013?</p>	<p>SPECIFICS</p> <p>To determine the role of Extracurricular Activities on the English language learning process with the students in modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic Year 2012 - 2013.</p>	<p>SPECIFICS</p> <p>The Extracurricular play an important influence on the English language learning process with the students in modules 4th and 6th of the English Language Career at the “Universidad Nacional de Loja”. Academic year 2012-2013</p>	<p>Extracurricular activities</p>	<p>Small Homework Areas.</p> <p>If you have a little space.</p> <p>Top 5 Tips for Remembering Homework Assignments</p>

<p>What types of Extracurricular Activities do teachers consider to support the English Language learning process with the students in modules 4 and 6 of the English Language Career at the “Universidad Nacional de Loja”. Academic year 2012 - 2013?</p>	<p>To analyze the types of Extracurricular Activities that teacher considered to support the English Language learning process with the students in modules 4 and 6 of the English Language Career at the “Universidad Nacional de Loja”. Academic year 2012 - 2013.</p>	<p>The application of Extracurricular Activities helps to develop the English Language learning process with the students in modules 4 and 6 of the English Language Career at the “Universidad Nacional de Loja”. Academic year 2012- 2013</p>	<p>English language learning.</p>	<ul style="list-style-type: none"> ➤ <i>LEARNING THE ENGLISH LANGUAGE</i> ➤ <i>ENGLISH LANGUAGE LEARNING METHODS.</i> ➤ <i>HOW TO LEARN ENGLISH IN AN EFFECTIVE WAY</i> ➤ <i>THE EFFECTS OF TECHNOLOGY ON ENGLISH LEARNING.</i> ➤ <i>THE SEVEN LEARNING STYLES</i>
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