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**TEMA:**

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“HOMEWORK AND STUDENTS’ ACADEMIC ACHIEVEMENT OF  
THE ENGLISH LANGUAGE IN SEVENTH YEAR STUDENTS AT  
“PLANETA AZUL” SCHOOL”.

---

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Ambato – Ecuador

2019

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I, Dra. Elsa Mayorie Chimbo Cáceres, Mg holder of the I.D No 1802696458, in my capacity as supervisor of the Research dissertation on the topic: “HOMEWORK AND STUDENTS’ ACADEMIC ACHIEVEMENT OF THE ENGLISH LANGUAGE IN SEVENTH YEAR STUDENTS AT “PLANETA AZUL” SCHOOL.” investigated by Miss. Andrea Carolina Astudillo Neto with I.D No. 1804404919 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.

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Andrea Carolina Astudillo Neto  
1804404919


AUTHOR

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## **DEDICATION:**

I would just like to express my thanks God for giving me the support and strength in those moments of difficulty and weakness. Also, I want to show my gratitude to my family for being the main promoter of my dreams, for trusting and believing in my expectations, for the advice, values, and principles that they have taught me during my whole life.

Andrea Astudillo

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Andrea Astudillo

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**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE IDIOMAS**

**TOPIC:** “HOMEWORK AND STUDENTS’ ACADEMIC ACHIEVEMENT OF THE ENGLISH LANGUAGE IN SEVENTH YEAR STUDENTS AT “PLANETA AZUL” SCHOOL.”

**AUTHOR:** Andrea Carolina Astudillo Neto

**TUTOR:** Dra. Elsa Mayorie Chimbo Cáceres.

Abstract

The purpose of this investigation was to determine the influence of homework in seventh-year students’ academic achievement in “Planeta Azul” School from Ambato city. For the development of this research a mixed approach was used (qualitative-quantitative) with the purpose of getting a deeper analysis of this research, through a survey applied to 50 students and 3 teachers to get important data useful for the investigation process. Once the data was collected, it was tabulated and represented in tables and graphics to be analyzed later. Consequently, with the results got from the survey it was concluded that the teachers in “Planeta Azul” School don’t vary the type of homework they send and also since they only send two of three types of homework proposed in this work. These are: practice homework to make learners foster the content learned in class, preparation homework to search for new information before learners start a new class; and the extension homework that is the least used by teachers, which asks students to apply their knowledge and critical thinking in more difficult tasks. Unfortunately; it is causing that students don’t do their homework and inevitably their academic achievement is being affected for the lack of feedback in homework and the inadequate evaluation done by teachers.

**Keywords:** Academic achievement, foster content, search, homework, feedback evaluation.

## INTRODUCTION

The purpose of this current research work is to determine the incidence of "Homework" in the English academic achievement in seventh grade students at "Planeta Azul" School. It is structured in five chapters:

**Chapter I:** It talks about the research problem, establishing the problem tree, research questions, research objective delimitation, justification and objectives to achieve.

**Chapter II:** The theoretical framework, establishing investigative background, philosophical foundation, fundamental categories, variables and hypothesis.

**Chapter III:** It talks about the research methodology, detailing focus, basic modality of research, type of research, studied population and variable operationalization.

**Chapter IV:** Analysis and interpretation of results that includes hypothesis verification.

**Chapter V:** It covers the main conclusions and recommendations according to the research.

## **CHAPTER 1**

### **THE PROBLEM**

#### **1.1 Theme**

“Homework and students’ academic achievement of the English language”

#### **1.2 Problem statement**

##### **1.2.1 Contextualization**

As everyone knows English has become one of the most spoken languages around the world, considering that it is a common language that helps people to cross the bridge of communication between native and non-native speakers (Crystal, 2003). This fact encourages people to develop an effective and interactive communication since having good communication skills they will have more options for getting a job, business and better opportunities to travel abroad.

As English is the language of globalization, many guidelines have been adopted to implement English teaching in many countries, with the purpose of providing students a language that helps them to develop their potentials in education and learning (Pathan, 2016). Ecuador is one of the countries that have made some changes in its constitution in order to help Ecuadorians to learn this important foreign language. For example, The Ministry of Education, in one of its recent changes in the education law has decided to implement English language teaching. Thus, English is taught from kindergarten through primary school until the higher levels known as Educación General Básica (EGB) and

Bachillerato General Unificado (BGU) in public schools. For that reason, the national English curriculum demands that 5 hours per week of the teaching schedule have to be devoted to English language teaching. Language teaching has to encompass the four skills of the target language based on a communicative way (Ministerio de Educación, 2016).

This curriculum also proposes the use of a variety of intra-curricular and extra-curricular activities planned by the teacher. These intra and extra-curricular activities have to be a complement, one for the other. It means that all of the class works, group works, games and evaluations done inside the class have to be reflected in the homework sent to students in order to achieve expected outcomes according to what has been planned (Ministerio de Educación, 2016).

It is important to mention that homework plays an important role in the student's achievement as well as the rest of the activities described before because it is considered as a learning's reinforcement tool. That is why this research is being developed. The objective is to test /evaluate the influence of a well-designed assignment or homework classroom over the language learning process. That is if classroom assignment is well designed it will help learners to improve their grades as well as they acquire the target language.

In the same way, Bas (2017) states that sending a lot of homework affects the students' academic development. Bas suggests to take into account some aspects like: the curriculum designed, the importance taken on it, and the way how teachers direct teaching and learning processes in the classroom, were the main causes for the poor motivation and disinterest of students and low grades gotten by students.

Robinson (2018) states that homework is the activity that helps to the students' development in academic environments. It means that between homework and other activities that are also part of the learner's development must have an adequate balance. Arising out of this, the problem comes up when the educator uses homework as an evaluative task poorly significant for students, which at the same time it can be too complex or "useless homework" as he calls it. Then, if it does not play an important role in children's learning, it should be solved in class.

According to Ley Orgánica de Educación Intercultural del Ecuador (LOEI), students must attend normally to classes and comply with homework and evaluation process inside and outside school. This means, that teachers must assign homework and students are also required to complete it but of course under extensive instructions and methods given by the educator that allow students to be confident when complying their homework. (Ministerio de Educación, 2016, art, 8, sect. a and c)

The Minister of Education in **Ecuador** has set new standards on regulating homework. These standards point out the time students must spend doing homework according to their level and age and the amount of homework that teachers must send. Furthermore, this mentions the quality of it, its correct planning or if it's relevant enough for reinforcing the students' knowledge (Falconí, 2018). In consequence, these changes have created a debate among students, teachers, and parents. There are opinions in favor and against; the opinions in favor argue that students are often stressed with too much homework and it would be necessary to analyze it. There are arguments against it, which say it needs no change in homework in Ecuador's education.

Moreira (2016) President of Unión Nacional de Educadores (UNE) this new legal requirement is still in need of a deep analysis because it does not reflect the reality of Education in Ecuador, it is clear that Ecuador still possesses failures on an academic level that reflects on the lack of control by parents on the children's after school assignments and the grading procedure of the same. Notably, this is not only a problem within the English subject but also on the rest school subjects.

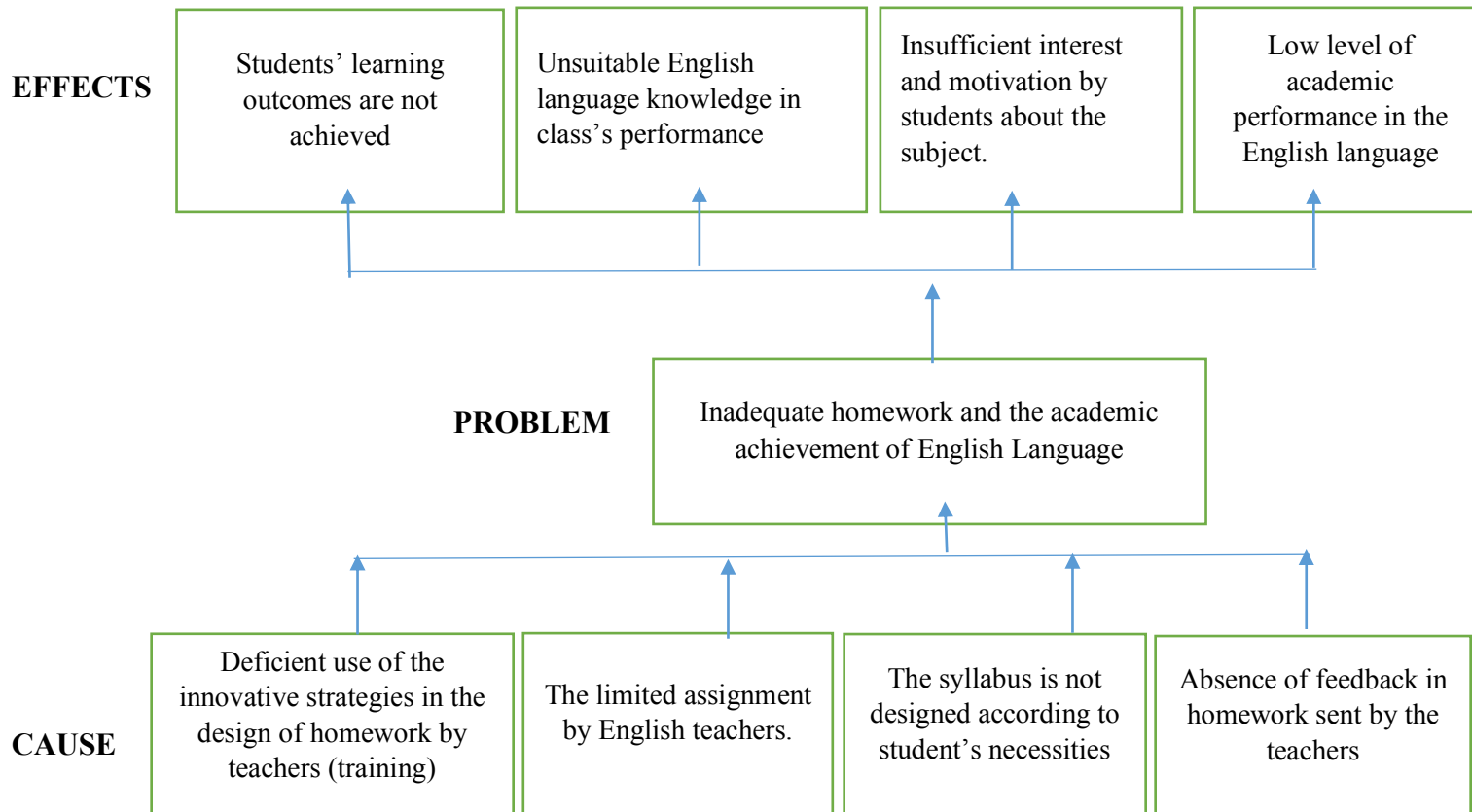
Also, in **Tungurahua province**, homework has become a headache for teachers and students, because most of the time the homework assigned by the teacher is not relevant at all. It means that it is not an adequate evaluative and practical process in which children feel confident in what have been learnt at school and they can do it again by themselves or probably the homework is too much complex and they feel frustrated on trying it. That is why, some time ago, it has been a controversial topic. It was said that the teacher sent a lot of homework to the students and they were automatically prohibited to enjoy their free



time and spend time with family. For that reason, it is important that the standards proposed by the Ministry of Education may be put in practice as soon as possible because these will let us know how the students spend their free time without much homework, and also look for alternatives to canalize it with other productive activities.

At “Planeta Azul” School, particularly in the seventh year, it has been detected through an observation and as evidence in their grades that students do not do their English homework because of lack of motivation in classroom and the poor control by parents at home. Unfortunately, these have been factors carried on since some time ago and these have caused low grades in this subject. For that reason, it is recommendable that teachers look for other type of strategies for planning homework. Furthermore, after taking action on the new legal requirements carried out by the Ministry of Education, it is necessary to be taken into account the time or the class load assigned to students in the subject and be exploited a lot because since this perspective teacher could direct the class in a different way where the students understand the content and the homework assigned to be done without difficulty.

### 1.2.2 Critical analysis



**Graphic 1:** Problem scheme  
**Source:** Direct Observation  
Created by: Astudillo, A. (2018)

### **Relationship cause and effect**

Through this research it has been identified some causes and effects on “homework” and the students’ academic achievement of the English language in seventh year students of basic education in “Planeta Azul” School.

It has been detected that one of the main causes of this problem is the deficient use of innovative strategies in the following aspects: the type of homework planned by teachers, lack of training in teachers; and students’ learning outcomes have not been accomplished totally. As a result, it can be seen a delay in the acquisition and learning of the target language since students are not motivated to do homework

Another cause is the minimum amount of homework sent by the English teachers having as effect; the lack of English language knowledge in assignments and classes; without learning reinforcement and constant practice, neither it is obtained good results in the process of English language learning limiting to the students in their learning.

On the other hand, the curriculum is not designed according to the students’ needs. Thus, the effect has been the lack of interest and motivation of students in this subject. It is necessary that the teacher starts redesigning the activities for homework in his/her lesson plans for his classes including new strategies in order to motivate students to comply their homework.

In addition, it has also been found that the absence of feedback given by the teacher to students about their homework is another cause of their permanent errors in the use of English language. It is highly recommended that the teacher provides feedback on students’ homework

In conclusion, there are still failures in the English language teaching-learning process in our country that affect the academic students’ performance. However, in order to get better results in students’ achievement, it is indispensable to start changing the lack of resources or training for teachers. In that way the objective desired in terms of learning this subject could be achieved, through innovative teaching methods and techniques applicable in the classroom.

### **1.2.3 Prognosis**

If a solution is found, the students will complete their homework and they will reinforce everything learned in class. They will feel confident with the contents learned, as well as be motivated to learn more. It is also necessary to mention the importance of giving feedback on time in order to achieve a better academic performance.

If a solution to the problem is not given, unfortunately the students will continue with the problems stated above in the next levels, the homework assigned will not have achieved its purpose and it could not have been considered as a tool to reinforce what has been taught in class.

### **1.2.4 Formulation of the problem**

How does “English homework” affect the academic performance of students of the seventh year at the “Planeta Azul” School in the Tungurahua province while learning the English language?

### **1.2.5 Research questions**

- What kind of English homework is assigned to the students of the “Planeta Azul” School?
- How is the academic achievement of English language evaluated?

### **1.2.6 Delimitation of the research object**

**Field:** Educational

**Area:** English language

**Aspect:** Homework and academic achievement

**Place:** “Planeta Azul” School.

**Temporary:** March-August 2019

### **1.3 Justification**

The current investigation was carried out with the interest of producing a change in the educational level of English teaching and learning; to show the importance of homework in the language teaching-learning process in order to know what the reason is for the low performance and the difficulty that the students have in doing homework at “Planeta Azul” School.

Furthermore, this research project helped to identify the teachers’ failures in planning homework, because it is important to consider that relevant homework allows students to have a more rewarding and motivating learning experience. The activities that promote self-learning and homework doing by themselves or with parents’ guide out of the school setting help students to create confidence to learn English because every learner demands the same opportunities in the educational area and teachers must be the main advocates of using homework to develop English skills.

So far, the negative impact of the application of inadequate homework has been noticed in the students’ academic achievement; therefore, the importance of the development in the current research project consists on identifying the influence and benefits in the application of strategies for a better- planned homework in the academic achievement.

It always has been a controversial topic in the educational system because it is not certain if the academic achievement is really measuring the students’ knowledge through homework or if it the best way to evaluate learners. That is why, it is necessary to analyze what is reflecting in students’ academic achievement: unmotivated students and teachers, home problems, poorly designed homework or positive characteristics.

For this reason, this research was mainly benefit the students and teachers of the institution since through the execution of the program suggested a solution will be given to the problem of low academic achievement. By designing homework through a new lesson planning and methodology students will be motivated to keep learning the target language and improve their academic achievement.

## **1.1 Objectives**

### **1.4.1 General objective**

Determine the incidence of homework in the English language academic achievement in the seventh-year students of “Planeta Azul” School.

### **1.4.2 Specific objectives**

- Identify the types of homework that are assigned to the students in the English subject
- Analyze the evaluation of the students’ academic achievement of English subject.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Investigative background

The importance of researching similar studies is to examine the diverse results and conclusions in order to compare them with the proposed research work. Later, we have checked similar academic researchers in the local institutions as well as in Universidad Técnica de Ambato and international studies.

Besides, this research work was supported by previous important studies related to the proposed theme. Likewise, their results helped to compare the influence of the independent variable, homework; and dependable variable; students' academic achievement. After, conducting the corresponding research on similar or related topics to the problem presented; the results obtained in researches are detailed below.

First, the research paper "Parental support and its effect on the development of learning strategies in secondary school" written by Souto and Escobedo (2014), had the goal to identify the factors and educational processes that may determine the permanence or abandonment of students in primary school. To develop this investigation was applied a learning Strategies Questionnaire to 80 students of 1<sup>st</sup> and 4<sup>th</sup> grade of secondary school from three privates and publics schools located in Lugo, who had low academic achievement included failed and deserters' students. It was found that most of the students who were deserters from rural and urban primary schools had various problems at their academic achievement caused directly by socioeconomic factors. Consequently, these factors are associated with the parents' schooling and their lack of nutrition giving as a result student's low academic performance at school.

Second, the following research “Apoyo parental y rendimiento académico” developed by Sánchez (2013), had the main objective of analyzing the relationship between academic performance and the parents’ participation in their children’s education, as part of the analysis aspects of daily life at the school and at home were considered. It was also developed a correlational analysis; it means that exists a relationship between two variables. In order to get results, the data were obtained from the annual averages of the National Educational System of Registration and School Accreditation (IAE), as well as the questionnaires applied to 78 students. According to the questions applied, it was concluded that there is a relationship between parents and their children academic performance at school including family’s ideologies, motivation, overprotection, and lack of interest in children’s development.

Third, another research work was carried out by Rocabo et al. (2018) in order to determine the factors affecting the academic performance of the IP’s learners as perceived by the Sulong Ipil Elementary School. It was focused on four factors, such as home related aspects, teacher related aspects, school related aspects, and study habits. The investigation was conducted at Sulong-Ipil Elementary School in the academic year 2017-2018. Thus, to achieve the purpose of the study, a quantitative type of research was used in this investigation, through a descriptive-survey method applied to 6 teachers of the elementary school. In the results of the study, it was found there is a significant relationship between the four factors and academic achievements of the learners.

Likewise, another scientific contribution: The teacher’s role in the autonomous learning: the students’ perspective and its relation to their academic outcomes made by Pérez (2013), in this research was analyzed the BA (languages program) in languages freshmen’s viewpoints on the teacher’s role inside the autonomous learning framework. In order to develop this research, it was created a database of 167 students that containing their grades, who also were surveyed. The results showed that even though from the students’ viewpoint the teacher’s role is still mostly conventional, and also exist dispositions to take more authorship in their own learning process. In addition, a



significant relation between the students' grades and those activities performed autonomously.

In the repository at Universidad Técnica de Ambato, it was found an undergraduate work done by Erazo (2015) titled: "Las actividades lúdicas y su incidencia en el rendimiento escolar de los niños del tercero al séptimo año de educación básica del Centro de Educación básica "Planeta Azul". The research was developed in the same institution where this project takes place, with the population of 76 students and 5 classroom teachers being investigated, through an observation list in the classroom and also with a survey applied for the teachers in order to get results about if teachers relate recreational activities with school academic achievement. The results were that the lack teachers training affect students' academic achievement and motivation. On the same way, with the inadequate infrastructure of the institution, makes it difficult for teachers to develop different activities in the classroom

In a study about: "Técnicas de retroalimentación y el desarrollo de la destreza escrita del idioma inglés" held by Villegas (2017) detected that the deficient application of feedback techniques affects the academic development in third-year students of the Stephen Hawking High School. To develop this research was applied two different questionnaires for teachers and students with questions related to the topic research with the population of 70 students including two English teachers being part of this study. The results of this research were that the deficient feedback application causes fossilization of grammatical errors in students, therefore; the conclusions were that the language teaching-learning process is quite limited and of course, the expected outcomes are not achieved being reflected in the student's low grades in this subject.

After have checked these research works, it can be concluded that all of them contributed to understand the problem with regard to the homework and the students' academic achievement, getting a better idea about how these two variables influence each other, how it is originated and look for a solution in this situation.

## **2.2 Philosophical foundations.**

This research project focuses on Constructivist Theory, which promotes a meaningful learning based on observation and scientific studies about how students learn to construct their own ideas using their personal experiences, their background knowledge and their beliefs. Teachers should motivate students to learn on a good learning environment, in order they can develop the ability to create their own knowledge or solve problems to generate more information (Yacob, 2012).

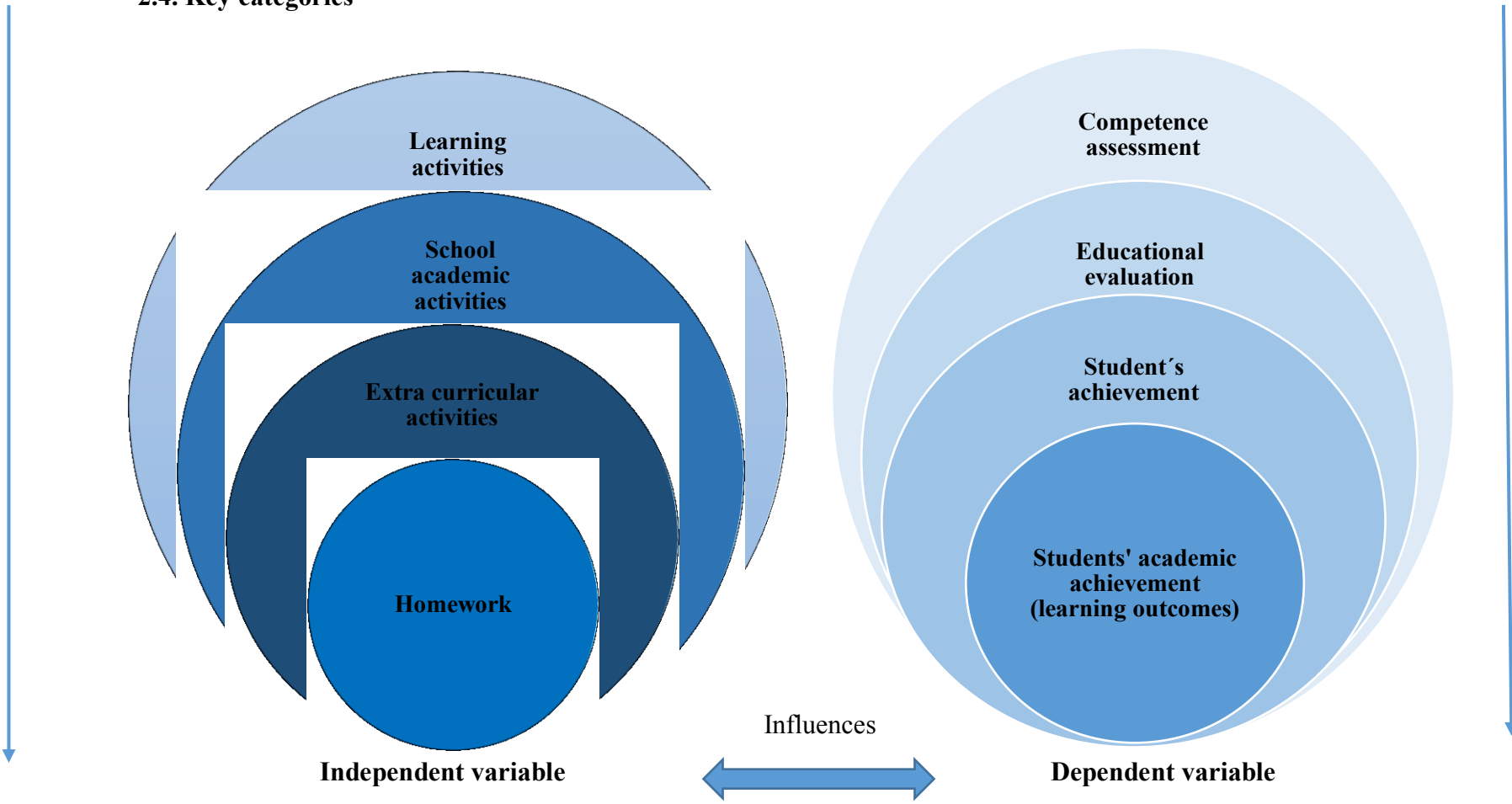
Besides, the students are considered as an active part of the learning and teaching process in the Constructivist theory because they are able to construct their own knowledge based on their previous one, or their cultural background, giving them a meaningful and active social interaction. Consequently, students in constructivism classrooms understand information by giving their own ideas, using their experiences learned or skills through relevant activities that teachers present in the classroom to motivate them to learn (Yadav, 2016).

## **2.3 Legal basis**

The current investigation is based on “Constitución de la República del Ecuador” which establishes that all Ecuadorians should have the right for the access of information and communication technologies. At the same time, the Ecuadorian Constitution emphasizes that the Ecuadorian government is responsible for strengthening public education ensuring the permanent improvement and quality of its application, physical infrastructure and the necessary equipment for public educational institutions. This law also focuses on the incorporation of information and communication technologies in the educational process to promote teaching with productive social activities. (Constitución de la República del Ecuador, 2008, pág. 15.art.80)

On the other hand, Ministerio de Educación MEC (2016) demands each institution must have a Planificación Curricular Institucional (PCI), the same which has to be designed according to the internal institutional policies based on a current legislation that contains mission and vision values and educational contents stipulated in the national curriculum of Ecuador. In other words, internal policies and current legislations have to go hand by hand according to educational laws established in the country.

## 2.4. Key categories



**Graphic 2:** Key Categories

**Source:** Direct Research

**Created by:** Astudillo, A. (2018)

## **2.5 HYPHOTESIS**

### **Logical Model**

**H0:** Homework does not influence on the students' academic achievement of the English language in the seventh-year students of "Planeta Azul" School, Ambato city, Tungurahua province.

**H1:** Homework does influence on the students' academic achievement of the English language in the seventh-year students of "Planeta Azul" School, Ambato city, Tungurahua province.

## **2.6 SIGNALING OF HYPOTHESIS VARIABLES**

**Independent variable:** Homework

**Dependent variable:** Students' academic achievement

**Observation unit:** "Planeta Azul" School

## **Independent variable**

### **Learning activities**

According to, Instituto Nacional de Administración Pública INAP (2011) learning activities are much closed related to the teaching-learning processes that encompass and structure a complete educational training activity. If this is done appropriately it will be a useful and effective method, but if not, it won't fulfill the objectives proposed as it is expected in class also there will be errors in the learning process, due to certain tools or activities that are not used correctly in class.

Learning activities or also known like study, practice or education activities the same which have a direct exhibition of contents where the practical activities, debates and tests that guarantee the transmission of knowledge and abilities are introduced. Furthermore, learning activities should be based on clear and objective schemes that promote and motivate students to generate interest in learning (INAP, 2011). For instance:

- Activities based on practical settings.
- Collaborative activities.
- By projects activities.
- Explanatory activities.

On the other hand Penzo, (2010) mentions that learning activities are focused on specific information contents, or also called “memorization activities” because the information is selected in order to students can analyze it easily. After that, these are reproduced according to the instruction. Finally, they are understood in other contexts in students' life. Besides that, the author also compares them as guided questions that appear at the beginning of each chapter in some books since most of the times these can guide students for getting a better idea about what they are going to learn in a certain unit.

## **School academic activities**

Jones (2019) defines school academic activities as an integral part of a school program; these activities should contribute to the educational objectives in the school. The purpose of students' academic activities is to provide opportunities for learners to be part of the school life, also let interactions among them, who are likely to interact with others who are different from them.

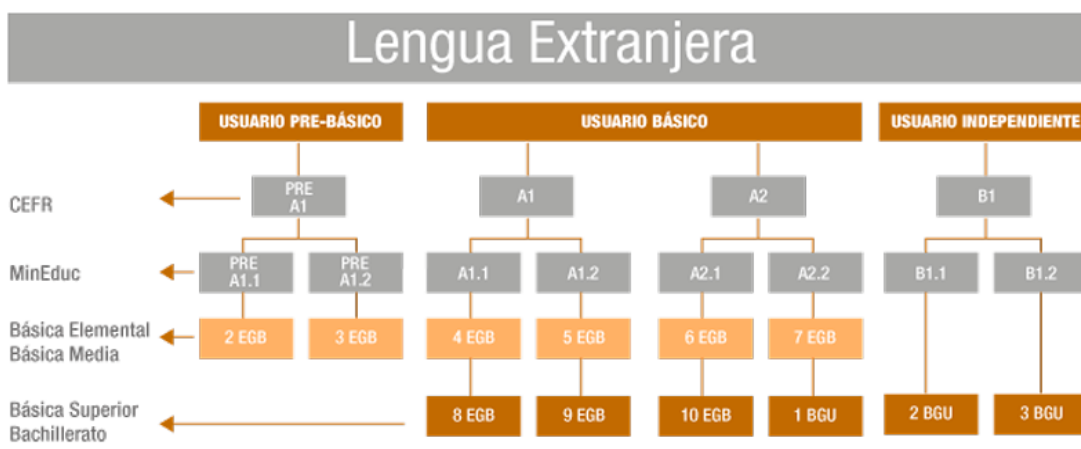
Moreover, academic activities include a range of experiences; for instance, many schools participate in academic competitions, these may include quiz bowls and academic decathlons, or public speaking, offering students a variety of experiences, including extemporaneous speaking, debates, original oratory, spelling, prose and poetry reading which students are often involved in local and state competitions.

Other kind of activities are the educative clubs where teachers are in charged to guide students in making contributions to the school that shows the students' progress and the teachers' works in activities that implies formative education whereas, students have the opportunity to choose a club that defines their abilities and inclinations for a certain career, in some cases, they may be enrolled in a club and get extra credits in their studies (Jones, 2019).

At the same time, in the last curriculum designed by Ministerio de Educación (2016) established a list of objectives and features for English academic activities in the language learning process the same which describe what is expected to get from students in the activities that they have to develop in the classroom, for children who belong to 4<sup>th</sup> to 7<sup>th</sup> year of educación general básica. The following objectives for the English activities are:

- Develop student's understanding of the world, about other cultures and their own through English.

- Develop personal, social and intellectual skills to reach their learning and be part of a world that uses other languages.
- Create love feelings in students for language learning from an early age through learning experiences in order to motivate learners to learn more (Ministerio de Educación, 2016).



Source: (Ministerio de Educación, 2016)

Graphic 3: Levels of English language learning

### Extra-curricular activities

Wells (2004) defines extra-curricular activities like usually held at school but that are not part of the academic curriculum. They often involve commitment outside of the regular school day. Those have the same purpose of the school academic activities, directing in another way the learning where the students don't have to study and take exams. On the contrary, with these activities the students arise abilities without the necessity to be in a classroom or taking notes. In this case the learning is created by exploring the nature, practicing sports, learning languages or playing musical instruments. It makes students create mental knowledge about new things learned and prepare them for certain situations in the real life.



For many students, extra-curricular activities present an opportunity to practice social skills and to experiment in activities that may represent a career interest. For a child who is not gifted academically, the opportunities to excel in the arts or sports make a difference in his or her self-esteem. Studies show that children who participate in one or more after-school activities are less prone to negative peer pressure and have higher levels of self-esteem than children who do not participate. Studies have also shown that extracurricular activities can boost a child's academic performance and provide learners in a way to feel proud of themselves and their capabilities.

## **Homework**

Homework, as well as learning activities are developed after the selective process in school, which it is traditionally denominated with the term "Scholar tasks or Assignments" which have to be done at home, or in other words, it is a reinforcement learning activity of knowledge's consolidation taught and learned in class. The homework must be clear, in order to the learners be able to perform them successfully and they can feel motivated in learning the target language (Vargas, 2014).

On the other hand, Rey (2014) talks about English homework as extra work that the teacher sends to students in order to get learners practice what has been learnt in class in a specified period of time. Depending on the homework's complexity the teacher asks students to present it to the next class or gives them more time in order to get students design homework according to the topic learned and the academic objectives established by teachers in which the students are expected to practice through homework the contents learned in class. However, if it is talked about learning a second language, the author mentions that it is important that students use this language as in the school as outside of it, with prior linguistic knowledge developing it through the interaction itself.

Likewise, Perón (2016) talks about the importance of homework that helps students to reinforce and review the knowledge explained in class. Actually, it is considered that although after school-activities have a great contribution to the intellectual development in

children, it is also essential that it does not occupy all their free time. For that reason, it is necessary to establish schedules to do homework according to the learner's needs. That is why; homework has to be planned according to the students' age, level and also in relation to time distributed in each subject.

On the other hand, homework shouldn't be considered as an activity that represents punishment for learners. In contrast, it should be sent by the teacher with the only intention of reinforcing the knowledge received in school at home. It also helps children learn to be organized, disciplined and manage their time efficiently, in order to improve their performance by assuming the challenge of doing a correct and accurate work by them. Therefore, it does not have to be excessive or too difficult because it frustrates the students and on the contrary, they prefer to copy and avoid doing by themselves without putting effort.

Finally, homework is an activity recommended to develop the children's responsibility, but it always depends on the context it has. On the contrary, when the homework becomes in a headache, it means learners don't understand instructions, it is too complex, or they don't know what it is about. It causes students get frustrated and also, they have low grades in the subject. For that reason, it must be related to the previous topics checked in class, explain it clearly and assign homework according to the students' level (Escuela Freinet, 2015).

García (2016) talks about homework as an activity that will never finish, it does not matter if it is complex or not well planned, so it is part of the educational curriculum and it must be fulfilled. It is not only an activity of learning's reinforcement; it is also characterized for influencing in a wider autonomous learning since the students have to show all the knowledge got in class through homework. It helps the teacher also notices who did not pay attention in class, who receives help at home, who is not interested in the subject or if the homework was too easy o too hard for them.

Furthermore, the author also shows the value that homework must have according to the students' motivation and the effort they invest in presenting the homework.

**Table N°1:** The value of homework

<b>VALOR DE LAS TAREAS</b>		
Valor de logro	Importancia que se da a hacer bien una determinada tarea. Si el estudiante le da mucha importancia al éxito en una materia, estará muy comprometido con las actividades de dicha materia.	
Valor intrínseco o interés	Interés que un individuo presenta por una materia, o la satisfacción que le supone realizar dicha tarea. Según Krapp, Hidi y Renninger (1992), se puede distinguir entre interés situacional e interés por el tópico.	Interés situacional: viene dado por distintos aspectos de las situaciones que las hacen más atractivas para el individuo (novedad, intensidad,).
		Interés por el tópico: interés más o menos estable del individuo por determinados tópicos, tareas o contextos (preferencias).
Valor de utilidad	Valor de la tarea en relación a las metas futuras del individuo (académicas o sociales). Este valor está más relacionado con razones extrínsecas, es decir, con el interés por hacer una tarea no por el valor que tiene en sí misma sino para alcanzar algún estado final deseado.	
Valor de coste	Aspectos negativos que supone el compromiso con las tareas (los términos emocionales negativos o el esfuerzo para obtener éxito en la tarea).	

**Source:** [http://tauja.ujaen.es/bitstream/10953.1/3027/1/Garca\\_Daz\\_Roco\\_TFG\\_Educacin\\_Primary.PDF.pdf](http://tauja.ujaen.es/bitstream/10953.1/3027/1/Garca_Daz_Roco_TFG_Educacin_Primary.PDF.pdf)

**Created by:** García, R. (2016)

### **Suggestions in homework**

Ministerio de Educación (2016) presents a guide of suggestions about homework that can be used for children of intermediate level General Basic Education in the English subject.

The purpose of this guide is to contribute to the teachers' work, providing practical and simple recommendations on how to plan, develop and evaluate homework, without implying overload of work for them or students, the loss of complexity or quality. At the moment of planning homework, it is necessary to take into account some aspects:

- **The academic rhythm of the group**

The teachers must take into account the academic rhythm of the group, through the observation of work in the classroom. This information will allow planning the homework in order to make it as stimulating activities that reinforce, enhance and develop the children's learning and intellectual abilities.

- **The economic, social, cultural and linguistic condition of the students**

The students' academic achievement is related to personal, family, socioeconomic and cultural factors, including geographical and institutional infrastructure, neighborhood, community and technological access.

- **Quality of homework over quantity**

It is important to identify what the difficulty or weakness of the students for developing homework is, so that it has to be relevant. It means, it really has to promote learning and develop skills in children and young people who due to presenting a specific condition, require better directed homework.

### Strategies to coordinate the dosing of homework

In the case of homework that involves continuous processes for its preparation, such as the reading of complete literary works, micro projects, and experiments. It is essential that teaching staff have in advance the distribution and dosing of time, so that teachers and parents know clearly the daily distribution of time that will require the elaboration of it.

On the other hand, in the homework that can be developed from one class to the next, the teaching team can agree on the incorporation of a calendar in which the subjects can be distributed according to the days, in order to dose the amount of homework and send what is strictly necessary, pertinent, and pedagogically productive for students (Ministerio de Educación, 2016).

**Table N°2:** Suggested homework schedule for subniveles de EGB Media

Educación General Básica Media									
Lunes	Tiempo	Martes	Tiempo	Miércoles	Tiempo	Jueves	Tiempo	Viernes	Total de minutos semanales
Lengua y Literatura	20	Matemática	20	Ciencias Sociales	15	Matemática	15	No se enviarán deberes	
Ciencias Naturales	15			Lengua Extranjera	15	Lengua y Literatura	20		
Subtotal	35 Min.		20 Min.		30 Min.		35 Min.		

**Source:** Direct Investigation

**Created by:** Analistas (2016)

## **Types of homework**

Daza (2014) states that in an educational setting, the teacher must clearly specify what kind of work or assignment he/she expects the students do. The performance criteria and the specifications of the homework must be clear and understandable for the students in order to do the assignment exactly according to the instructions. It must be focused on didactic strategies that allow catching students' attention in a technical, analytical, logical and systematic way, promoting an optimal reasoning and critical thinking in students.

In that way, the types of homework are classified in the following:

- **Practice homework**






According to Rosário (2015) practice homework represents the skills or knowledge newly acquired in class that has to be practiced at home. Some practice activities, exercise, guides or questionnaires with examples help to stimulate learning abilities and remember previous information of each student and apply the recent knowledge in a direct and personal way.

Furthermore, practice homework focuses on tasks taught in class to increase speed, demonstrate mastery, review work, study for tests, and retain specific skills over time. The teacher assigns practice homework most often because it can be more convenient and less time consuming. If we are talking about learning a language this type of homework is more often used in spelling to increase language proficiency in the beginners' levels and in the high levels include more complex topics to practice. Here we have an example of practice homework. As you see in the picture, according to the instruction the students got a previous explanation in class about the topic in order to practice it at home.

## Words That End With 'dge' and 'ge'


Practice the words on this list using look, say, cover, write and check.

Hint: the /j/ sound is spelt 'dge' or 'ge' at the end of some words. Usually the 'dge' spelling follows a short vowel sound and the 'ge' spelling follows a long vowel sound.


→

→

→

→


Look      Say      Cover      Write      Check

Word	1st try	2nd try	3rd try
badge			
edge			
bridge			
judge			
fudge			
change			
...llenge			

interactive


**Graphic 4:** Spelling practice homework

**Source:** <https://www.twinkl.com/resource/t-1-52718-year-2-spelling-practice-al-and-il-go-respond-activity-sheet>

- **Preparation homework**

This type of homework focuses on providing information about what will be learnt the next class, it helps learners to activate previous mental schemes on topics that are going to be checked later. Some examples of preparation activities are: readings, looking for bibliographical information, obtaining materials for a presentation planned for the next class Rosário (2015). Furthermore, with this type of homework students will be able to investigate the contents that will be covered in the future lesson and write the main ideas about that, in that way they will be able to create their own mental schemes. In addition, students would use the textbook to be prepared on the next lessons.

The following example shows that the students have to look for details about a certain topic detailed in the instruction based on a web page where they have to look for information.

## Homework: Searching for Details (Due Thursday-25 points)

- On a piece of paper, collect details about what fighting in a phalanx would be like
  - 5 details 70%
  - 5% for each detail after
- Where?
  - Read pp102-104
  - <http://www.livius.org/pha-phd/phalanx/phalanx.html>
  - <http://www.historynet.com/weaponry-greek-phalanx.htm>
  - First hand experience (what we did outside)

**Graphic 5:** Life as a Greek Soldier



**Source:** <https://slideplayer.com/slide/13484722/>

**Created by:** Simpson (2011).

- **Extension homework**

Extension homework is focused on self and creative learning which is encouraged by emphasizing students' creativity and research. Some examples are: long-term homework and continuous projects similar to class work. They serve to apply the knowledge or skills that they already have to new or real situations. It also promotes the shift of previous learning to new tasks requiring higher level of abstract thinking to occur. Teachers use this form of homework to encourage students to collaborate with peers and be more creative during their learning process. Real-life, hands-on applicable skills are used to complete extension homework tasks. This provides richer learning experience for students. Homework with a specific purpose of extension (promoting problem-solving skills) is valuable for improving students' achievement (Rosário, 2015).

As an example of extension homework, we can see below a project about a real life situation in which students will have to investigate, apply their knowledge about the topic using their creativity and responsibility.

Project 9B – Fit and Healthy			
Task set:		Deadline:	
<p><b>Project Brief:</b></p> <p>Read the information below.</p> <p>An important part of NHS (National Health Service) is prevention of future illness and disease. Using your knowledge and some independent research you need to design a leaflet for a doctor's surgery to entitled 'A healthy lifestyle'. Within your leaflet you need to include at least four pages, but feel free to add extra pages that describe characteristics of a healthy lifestyle.</p> <p>Page 1: Protecting ourselves against infectious disease  Page 2: The benefits of eating a healthy balanced diet  Page 3: The health risks of smoking  Page 4: The health risks of alcohol</p> <p>Your project should aim to cover the points detailed in the success table. The more points you cover correctly, the more marks you will be awarded.</p>			
			
<p><b>Things you should include:</b></p>			
		<p>When designing leaflets it is essential to consider the audience you are presenting to. It needs to contain factual information that is evidence based, but also be eye catching and easy to understand. Consider the main messages that you want to communicate on each page and make sure these stand out.</p>	

**Graphic 6:** Biology homework projects

**Source:** Direct Investigation

**Created by:** Caverre (2016).

### Teacher's support

Arguedas (2011) adds that the support given by the teacher to the students in after-school activities should be directed to specific observations of the students' flaws and abilities. To be part of the students' activities it must be supported in knowing the different students' learning styles taken into account their brain functioning in a family setting. Interventions to increase the senses of self-determination, capacity and interpersonal connection have been shown to be more effective, and opportunities for meaningful participation are also important.



## **Family support**

Family support in the students' education is fundamental as they become guides and counselors of knowledge not precisely present in the classroom, but they also generate alternative solutions to the educational problems out of school. Furthermore, it has been operationalized and measured in different ways, affecting its validity as a theoretical construct and losing its importance as a variable associated with the learning process and educational achievement. The family support must be clear, so that at the moment the learners ask for helping or guidance to solve any homework they don't feel confuse and they can understand what they have to do (Bazan, 2016).

Once said everything related to homework and what the teacher needs to know, it is relevant to ask the teacher if he/she becomes aware of homework and plans properly, and if he/she stops planning very complex or extremely easy assignments. It has to be simply meaningful where the students feel that they are reinforcing what they have learned in class, since homework will not be an extinct topic, because it is part of the educational process, there may be changes in it, but it won't finalize.

## **Dependent variable**

### **Assessment**

Hosein (2012) describes assessment as the continuous process in which the knowledge obtained during a considered period is measured. If it talks about the foreign language measure, this can be done in a written and oral way. The written part assesses the writing accuracy and grammar. In that way, the students demonstrate they are able to understand and form complete and coherent sentences. On the other hand, in the speaking part, the learners must be able to understand the language and communicate with others using the same fluently.

Besides that; Rosales (2014) mentions that there are different types of assessment:

- Systematic assessment: The process should be based on previously formulated objectives that serve as criteria that guide the entire process and allow the evaluation of results.
- Formative assessment: The objective is to improve and enrich the results of the educational action, through a process of professional specialization in the educator, in order to obtain the evaluation criteria.
- Summative assessment: is used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.
- Norm-referenced assessment: It compares the student to the expected performance against that of peers within a cohort with similar training and experience.
- Criterion-Referenced Assessment: It focuses on the student's performance of a certain activity against a set of criteria related to the knowledge, skills, or attributes that the candidate is developing.

Another criterion about assessment is that it is one of the most complex and sensitive issues faced by who teaches at any level and modality because this not only look for quantifying and qualifying the knowledge acquisition, it also encompasses the students' personality, the contents of the programs, the educational environment and the quality of the assessment

itself. In the moment of a qualitative assessment is developed, the linguistic learning assessment has the purpose of identifying the knowledge and the previous linguistic abilities that allow teacher determines special attention in the learners needs. At the end of each unit, module, or course; the results have to be assessed, in order to know if the objectives stated at the beginning were achieved (Crespo, 2016).

### **Academic achievement**

The academic performance is the positive or negative grade that the students achieve throughout the school term. In other words, academic achievement is the measure of the student's abilities, which expresses what the student has learned throughout the formative process.

Additionally, the academic achievement is seen as a problem that deeply worries students, parents, teachers and authorities, so the complexity of the academic achievement starts from the terms or synonyms used to describe it and know to differentiate them. These are: school aptitude, academic performance or school performance, taking into account the standardization parameters that are used to assess the students' knowledge, skills and abilities by measuring academic performance (Lamas, 2015).

The language teaching needs the correct methodology to be successful, but if it is talking about low performance, it awakens the interest of identifying the factors that impede a good academic achievement in the English language. In that way, it is based on the students' needs to improve the quality of the educational process, to generate paradigm changes, orienting towards a more active and participative model (Barbera, 2003).

Consequently, the factors that constitute the English low academic achievement are divided in two groups:

Institutional determinants:

- Class size.
- The type of classes (according the students' genre).

- School rhythm.
- The cognitive demands of teaching.

Individual determinants: these are grouped into four factors:

- Constitutional factors: the variables that influence in learning and these are part of the human's physiology (perceptive-motor, neurological aspects)
- Psycho-affective factors: they include intellectual aptitudes and abilities to establish relationships with their environment that is the ability to integrate into the school environment.
- Socio-economic and socio-cultural factors: they include all educative and professional characteristics of parents, incomes, culture, etc.
- General factors of the educational style: refer to the importance given to education in society and the approach that the child's own family environment gives to education. However, school failure does not depend at all on the socioeconomic level of the parents, but rather the school performance can be conditioned to the motivational part. (Riviere, 1990)

In the same way, it was talked before about the academic achievement in the English language. It is relevant to mention how it is evaluated according to the curricular threads, the same that are developed in Ecuador (Ministerio de Educación, 2016).

In the language learning process, it is necessary to do certain activities based on the following aspects described in the curricular plan proposed by Ministerio de Educación.

- **Curricular thread 1:** The Ministry of Education proposes to teach English through culture, with the purposes of developing oral skills in which they have to introduce or talking about themselves in order to develop a sense of identity, similar to and different from others.
- **Curricular thread 2 :** It is mandatory students develop oral skills (listening and speaking) in the English language, since that is the purpose of learning a language, in which they can develop their oral part through specific topics and they can feel comfortable in participating and interacting with other in class.

According to Cruz (2006) talks about the listening skill in the curricular thread two presenting a variety of material that can be used to evaluate this skill, so it can be obtained in web-sites such as radio programs, movies, or short conversations videos where students can listen and watch situations in English spoken language. Generally, at the beginning of the course it is very hard for learners understand English because they are not familiar with that language, but these activities along with the English reinforcement in class will help them to think and understand the language and automatically they will reproduce it.

Ministerio de Educación (2016) also suggests activities in which students can develop their oral skills through conversations, presentations, performances using the target language in order to they can feel comfortable speaking in English, but in order to achieve this, it is necessary the teacher don't translate word by word. On the contrary, the teacher must make them understand a word context without using mechanical repetitive production and adding a high degree of motivation by his/her in such a way that they become independent in the content of their utterances.

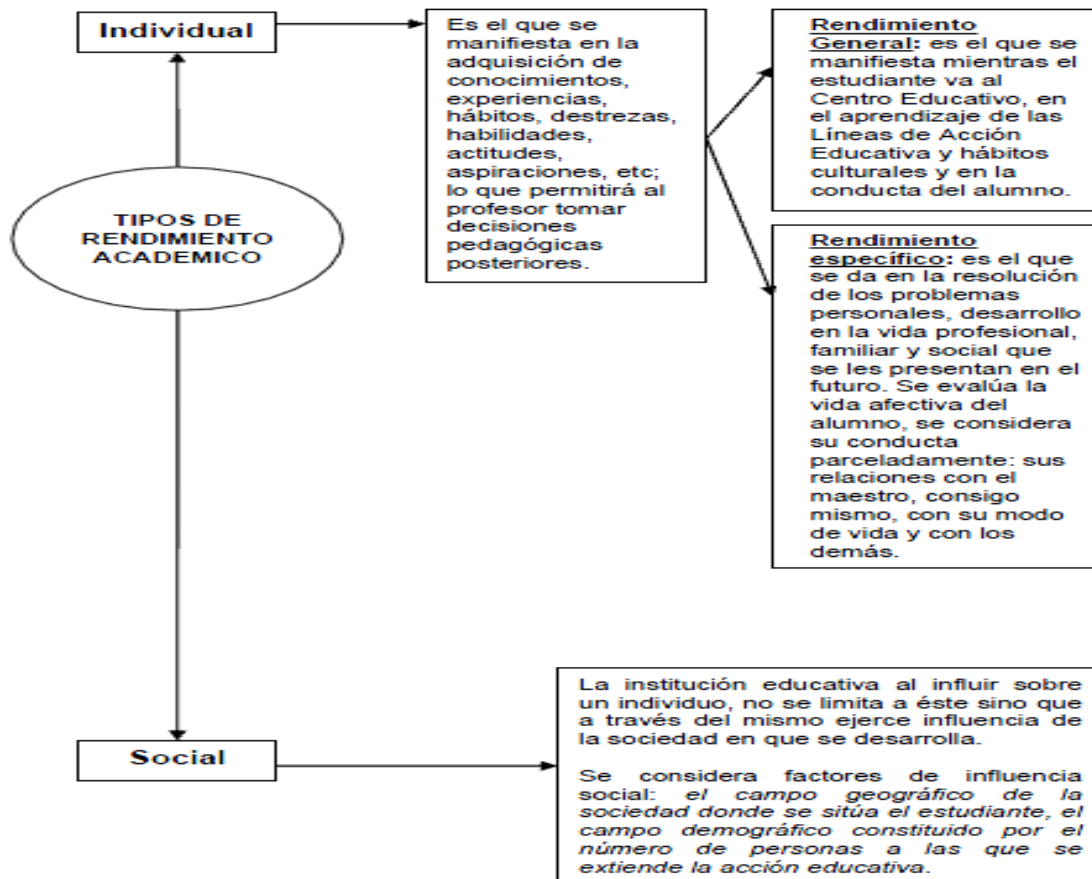
- **Curricular thread 3:** The third skill that the Ministry of Education presents is reading. As a teaching method for this skill, it is suggested that in the first years of student's school, the teacher should show them drawings of the letters that have the most difficulty, and then they will understand sentences and paragraphs. It is necessary that students may be motivated to work in pairs and help them in the pronunciation of words they have difficulty avoiding that they read individually until they feel confident in doing it by themselves.
- **Curricular thread 4:** The fourth thread is the development of English writing. It is important emphasize that if reading and speaking skills are evaluated it is unquestionable to not evaluate writing since it is a production skill where the students must learn punctuation and grammar, using all the grammar learned in listening and reading. Unfortunately, Spanish influences in the English learning because the phonetic is different to the target language so that, the words in Spanish are written in the same way as they are pronounced according to its phonetic which

is different from English language, since it takes more importance to the tone and rhythm because the oral production and the writing is different to what you listen. For this reason, it is necessary that the teacher motivates and practices with students, innovating with different written activities that can be found on the internet with the purpose of they can experience the language use in different situations such as making a birthday card, writing an e-mail using the vocabulary that they are learning.

- **Curricular thread 5:** Ministry of Education proposes that English be taught through the arts. That is why, the teacher must encourage certain activities where the students can demonstrate their skills by combining the oral and the written part through these. In order to make them appreciate art and literature it is important to awake in them love for literary texts, sensitivity and imagination and developing their physiology and emotional part.

### **Types of academic achievement**

Figuerola (2004) defines academic achievement as the set of transformations and activities operated by the students through the teaching-learning process, which is manifested in their growth and enrichment of their personality that are being formed. For that reason, students' academic achievement can not only be seen as the grade that the learners obtain through tests or academic activities, it also influences in the development of their psychological maturity.



**Graphic 7:** Types of academic achievement.

**Source:** [http://www.publicaciones.cucsh.udg.mx/ppperiod/vinculos/pdfs/vinculos4/V4\\_3.pdf](http://www.publicaciones.cucsh.udg.mx/ppperiod/vinculos/pdfs/vinculos4/V4_3.pdf)

**Created by:** Figueroa, C. (2004)

As it is seen in this figure, the individual academic performance is where the knowledge acquisition and experiences begin, which allows the teacher know the students' knowledge, abilities or weaknesses, in order to use appropriate methods in class. After that, there is a subdivision that indicates it is necessary to evaluate students in a general and specific way; it means how the students perform in the school, and to recognize the students' feelings or attitudinal behavior. Furthermore, it can be influenced by the social environment in the learners' formation, the same that helps to enrich the educational activity in a positive or negative way.

In addition, Monserrate (2011) in her work "Creative playful strategies in the academic performance of social studies" takes as a reference about the types of academic achievement by Angles (1995) which are still used actually in the way how to classify the academic achievement:

**Excellent:** It is when the students achieve those objectives that are proposed and already established in the teaching-learning process. In other words, the students obtain the highest grade in any educational activity. According to the numerical evaluation scale it reaches 9 or 10.

**Good:** When the students have intellectual capacities according to the level that is desired and they are within their scope. According to the numerical evaluation scale it reaches from 7 to 8 points out of 10.

**Needs improvement:** On the contrary, this performance describes the students who do not achieve or comply with the established stated objectives at the beginning of the program. According to the numerical evaluation scale it reaches from 5 to 6 points out of 10.

**Unacceptable:** On the other hand, this performance is when the students do not reach the expected level or minimum in terms of their capacity development with which they must have in their academic achievement. According to the numerical evaluation scale it reaches from 1 to 4 points out of 10.

Finally, academic achievement depends totally on the students' performance. There can be a variety of classification where academic performance analyzes attitudinal or motivational aspects of each student. In that way, it can be deduced the reason of the high or low grades and look for a solution in the case of a problem appears.

### **Students' achievement**

Carter (2018) mentions students' achievement measures the amount of academic content students learns in a determined period of time. Each grade level needs to have learning goals or instructional standards which educators are required to teach. Standards are similar to a 'to-do' list that a teacher can use to guide instruction. It can increase when quality instruction is used to teach instructional standards.

Fuentes (2018) describes the factors that influence the students' achievement in two big groups:

- Internal factors:



- Personal circumstances influence in the level of concentration, since students who have concerns or sadness may feel less receptive to the study than when he/she is calm at an emotional aspect.
  - The level of emotional involvement by the students in a specific subject. Generally, students feel more involved with those subjects with which they enjoy in class.
  - The quality of rest also interferes in a positive or negative way in the level of attention. The lack of adequate rest can produce psychological exhaustion.
- External factors:
    - Silence is a necessary condition to be able to study. The truth is that music becomes a distraction when trying to understand and memorize a text. For this reason, the environmental conditions of the study area also influence pedagogical performance.
    - The order also creates an adequate predisposition toward study. Having a messy desk causes greater difficulties to work. An academic environment that transmits harmony also increases inner well-being.
    - The daytime also influences the level of concentration the student has when preparing a topic. Analyze what is the best time of day to work the academic contents.
    - Frequent interruptions alter the pace of work.

### **Students' academic achievement**

Students' academic achievement refers to the students' knowledge evaluation gained in school, high school or university. Students with good academic achievement get good grades in the exams, homework or classroom activities given during a course. On the other hand, bad academic achievement is defined as the students' who don't achieve the objectives propose during the program.

In other words, academic achievement is the measure of students' abilities, showing what they have learned throughout the formative process. It also assumes their ability to respond to educational stimuli. In that way, students' academic achievement also includes the students' aptitude in the school (Machuca, 2015).

Additionally, it also represents the learning outcomes that show the extent to which a student has accomplished specific goals that were the focus of activities in educational environments. School systems mostly define cognitive goals that either apply across multiple subject areas like critical thinking or include the acquisition of knowledge and understanding in a specific intellectual domain. Therefore, academic achievement should be considered to be a multifaceted construct that comprises different students' learning abilities because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes (Steinmayr, 2014).

### **Evaluation of students' academic achievement**

The teacher must follow a systematic process in order to evaluate the students' academic achievement so that, it is part of a teaching and learning activity in the classroom. The evaluation has to be based according to the learning outcomes prescribed at the beginning of the course, and also reflecting students' progress and achievement (Radhika, 2018).

It consists of three types of evaluation:

- Pre-instructional evaluation

It refers to do a diagnostic assessment in order to identify the students' needs or knowledge prior to instruction. With the help of this, the teacher will recognize their students' strengths and weakness in the subject. In that way, he/she can know what contents about the subject are necessary check again or reinforce and after that keep up with the topics planned according to their level.

That is why; the pre-instructional evaluation has the following benefits:

- Determine students' prior knowledge and skills.
  - Control students' progress in the school.
  - Students know teacher's expectations
  - Focusing students' attention on learning targets
  - Checking for misconceptions
  - Teacher can identify students' interests, talents and learning intelligences.
- 
- Formative evaluation

Formative evaluation helps to identify the gaps between what students understand and the abilities they possess in the daily time shared in classroom through activities or assignments they are asked to do by the teacher. Taking into account the learning outcomes that they could achieved for a course, unit of content or activity. In order to the formative process be fulfilled, it will be important that the teacher offer feedback to help students confront tests and assignments.

There are a series of procedures and activities where the teacher makes students aware about the learning and also becomes it more significant:

- Develop critical and creative thinking skills.
  - Application, performance and problem-solving skills.
  - Capacity for self –reflection and self-regulation as learners.
  - Classroom practice.
  - Response to class activities, assignments and materials.
- 
- Summative evaluation

The summative evaluation is characterized for evaluating students' learning at the end of an instructional unit, each term or scholar year. It can be achieved using the following methods:

- Questionnaires
- Surveys

- Interviews
- Observations
- Tests
- Projects

### **Evaluative criteria**

Finally, all this evaluation will have to be done under certain guidelines or rules for judging students' response or performance called evaluative criteria. The evaluative criteria will depend on the outcomes and the purpose of the assignment which are the following:

- Content: Evaluate the learners' knowledge or concept.
- Process: Evaluate the proficiency level of performance or process in a skill, also the effectiveness of the methods and procedures used in a task.
- Quality: Evaluate the overall quality of the result or performance.
- Impact: Evaluate the overall results or effects of the task in the learners Radhika (2018).

## CHAPTER III

### METHODOLOGY

#### 3.1 Basic method of investigation

This study focuses on mixed methods research modality. The mixed method includes a qualitative and quantitative dimension. Doyle (2009) talks about mixed methods are conceptualized as research in which the investigator has to collect, analyze, and make inferences, in both methods qualitative and quantitative in a study, sometimes this difficulty when the researcher attempts to relate the two variables each other. Therefore, mixed methods are the collection and analysis of quantitative and qualitative data.

According to Shorten (2017) mixed methods research has a key word is 'mixed', as an essential step in the mixed methods approach is data connection, or integration at an appropriate stage in the research process. Purposeful data integration enables researchers to seek a deeper view of their research, viewing phenomena from different viewpoints and through diverse research lenses.

Wisdom (2013) refers to the term "mixed method" as an emergent methodology of research that advances the systematic integration, or "mixing," of quantitative and qualitative data within a single investigation. The basic premise of this methodology is that such integration permits a more complete use of data than do separate quantitative and qualitative data collection and analysis. It provides an ideal opportunity for mixed methods studies to contribute to learning about best practices and how to implement effectiveness in achieving the triple aim outcomes.

On the other hand; if we only talk about quantitative research, it is defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical or computational techniques. This kind of research gathers information from

existing and visible situations using sampling methods and surveys, online polls, questionnaires etc. The results gotten from some of the methods mentioned before used to collect information will be depicted in numbers (Bat, 2019).

An example of quantitative research done by Bound (1989) talks about Student self-assessment occurs when learners make judgments about aspects of their own performance. That investigation was focused on one characteristic of quantitative self-assessments; it was the comparison of student-generated marks with those generated by teachers. That is why; this example gives us a general idea about how the quantitative research helps to get more accurate results for this kind of investigations.

On the other hand, qualitative research studies the quality of activities, relationships, issues, means, materials or instruments in a particular situation or problem. It seeks to achieve a holistic description that attempts to analyze exhaustively, in great detail, a particular issue. Rather than determining the cause-and-effect relationship between two or more variables. In other words; qualitative research is more interested in knowing how the dynamics occur or how the process occurs in which the issue or problem occurs (Vélez, 2008).

Crossman (2019) also gives us a definition of qualitative research. It is designed to demonstrate the meaning that informs the action or outcomes that are typically measured by quantitative research so, qualitative researchers are focused in meanings, interpretations, symbols, including the processes and relations of social life which automatically produces descriptive data that the researcher must interpret using a rigorous and systematic method of transcribing, coding, and making an analysis of themes.

This research took these two methods to join, classify and value information to get a theoretical basis on homework and the students' academic achievement, with the use of numerical analysis was possible to confirm the hypothesis. Finally, the researcher could test the hypothesis established previously; based on the results of the survey to get conclusions and recommendations.

### **3.2 Level or type of research**

**Correlational:** Correlational research is a type of experimental research because it analyses the influence of two variables. The researcher has to measure two variables in order to reveal the relationship or independence between them. For that reason, this research showed the relationship between the independent variable, homework and the dependent variable, students' academic achievement. Consequently, the application of the independent variable had an effect on the dependent variable (McBurney & Theresa, 2010).

**Descriptive:** This level of research uses both quantitative and qualitative research methodologies. These have to be related to research questions, design and data analysis since it seeks to determine causes and effects. In addition, it aims to explain the current issue through processing data collection in order to describe the situation Kothari (2004).

Furthermore, the descriptive research contributed to the investigation since it proved the veracity of the hypothesis. Also, it was necessary the researcher applies a survey to students and teachers in order to know the current situation after the data analysis.

**Field research:** The present study has also field research level. Alston (2018) states that field research generally is performed in natural settings or where the variables occur. In this case, the present research has not been carried out inside a laboratory, but it has occurred in real class context where the researcher can observe directly and make brief conclusions.

### **3.3 Population and sample**

For the present investigation, the teachers and students of two classes in "Planeta Azul" School are actors. The following table describes the population:

**Table N° 3: Population**

---

<b>TEACHERS</b>	<b>3</b>
<b>STUDENTS</b>	<b>50</b>
<b>TOTAL</b>	<b>53</b>

**Source:** “Planeta Azul” School  
**Created by:** Astudillo, A (2019)

Since the population is less than 100, it was not necessary to carry out the sampling; because of that, data collection techniques were applied to all the participants.



### 3.4 Operationalization of variables

**Chart 1:** Operationalization of independent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Homework is an <b>after-school activity</b> assigned by teachers in order to make students <b>practice the content</b> already presented in class. Since there are some <b>types of homework</b>, they help to improve students' <b>language skills</b>.</p>	<p><b>After-school activity</b></p> <p><b>Types of Homework</b></p> <p><b>Language skills</b></p>	<ul style="list-style-type: none"> <li>✓ Always</li> <li>✓ Sometimes</li> <li>✓ Never</li>   <li>✓ Solo work</li> <li>✓ Group Work</li> <li>✓ Projects</li>   <li>✓ Practice</li> <li>✓ Preparation</li> <li>✓ Extension</li>   <li>✓ Search new information</li> <li>✓ Foster knowledge</li> <li>✓ Apply knowledge and use critical thinking.</li>   <li>✓ Reading</li> <li>✓ Listening</li> <li>✓ Speaking</li> <li>✓ Writing</li> </ul>	<p>1. How often do you send homework?</p> <p>2. When you send homework how do your students participate on it?</p> <p>3. What is the main purpose of sending homework? Choose only one.</p> <p>4. What skill do students develop mostly when you send them homework? (Mark only one)</p>	<p><b>Technique:</b> Survey applied to students and teachers.</p> <p><b>Instrument:</b> Questionnaire applied to students and teachers</p>

**Source:** Direct Research  
**Created by:** Astudillo, A (2019)

**Chart 2:** Operationalization of dependent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Students' academic achievement is the extent to which the student has achieved <b>academic goals</b>. It has to be considered the <b>learning abilities</b>, reflecting what they have learned throughout the teaching-learning activity. Evidencing the final <b>learning outcomes</b> that students have to achieve at the end of a course, based on an <b>evaluative criterion</b>.</p>	<p><b>Academic goals</b></p> <p><b>Formative process</b></p> <p><b>Learning abilities</b></p> <p><b>Learning outcomes</b></p> <p><b>Evaluative criteria</b></p>	<ul style="list-style-type: none"> <li>✓ Short term</li> <li>✓ Long term</li>   <li>✓ Questionnaires</li> <li>✓ Surveys</li> <li>✓ Interviews</li> <li>✓ Observations</li> <li>✓ Tests</li> <li>✓ Exams</li> <li>✓ Projects</li>   <li>✓ Cognitive</li> <li>✓ Affective</li> <li>✓ Psychomotor</li>   <li>✓ Quality</li> <li>✓ Quantity</li>   <li>✓ Checklist</li> <li>✓ Rubrics</li> <li>✓ Observation sheet</li> </ul>	<p>5. Do you evaluate your students in accordance with the homework previously assigned?</p> <p>6. After assigning some homework, do you ask your students to be involved in an oral/ written activity?</p> <p>7. Do you use a check list and/or rubric to evidence students' performance based on the activities sent as homework?</p> <p>8. Does homework have a positive influence on students' performance and grade?</p>	<p><b>Technique:</b> Survey applied to students and teachers.</p> <p><b>Instrument:</b> Questionnaire applied to students and teachers</p>

**Source:** Direct Research  
**Created by:** Astudillo, A. (2019)

### **3.5 Information collection plan**

A survey was applied with a structured and planned questionnaire for teachers and students of the "Planeta Azul" School to determine the influence of homework in the academic achievement of the English language. For the designing of this survey was used the Likert scale with the alternatives: always-sometimes and never which helped to get better results of the questions about the two variables analyzed.

An analysis was made in the operationalization of variables regarding the influence of homework in the academic achievement of the English language in seventh-year students at "Planeta Azul" School in Ambato. To achieve this, the following aspects were taken into account:

- Techniques to be used for the collection process of the applied surveys.
- Tools chosen for the survey.
- Selection of the human resources.
- Procedures to develop the survey in place and on time.

Regarding the techniques for data collection, the following were considered:

#### **Survey**

It is a technique aimed to obtain data from different people. Two surveys were applied through the questionnaire to the English teachers at "Planeta Azul" School in Ambato, with the purpose of finding if homework influence students' academic achievement of the English language. At the same time, a second survey was carried out to students of seventh-year students at "Planeta Azul" School. Through this survey, it is intended to find an alternative solution to improve the students' academic achievement in the English subject.

## **Observation**

This technique helped to gather data about teaching and learning processes as well as to identify how English homework is developed, explained and graded at "Planeta Azul" School. In the same way, observing students' academic achievement made it possible to address the problem.

## **Questionnaire**

This instrument was developed and applied to English teachers and students of "Planeta Azul" School. The objective is to determine the incidence of homework in the English language academic achievement in the seventh-year students of "Planeta Azul" School. In order to develop this investigation, the school administration provided the necessary support. The gathered information was previously compiled to outline some actions that are detailed in the process of the research data collection.

Furthermore, the instruments for the data collection were verified and selected with the aim of showing their accordance with the projected objectives. The surveys are carried out to 3 English teachers and 50 seventh year students at "Planeta Azul" School.

**Chart 3** : Collection Plan

<b>Basic questions</b>	<b>Explanation</b>
<b>What for?</b>	To relate the research topic with fundamental scientific theory and interpret the facts and phenomena of the stated problem.
<b>What people or subjects?</b>	English teachers and students of basic education at “Planeta Azul” School.
<b>On what aspects?</b>	Homework and students’academic achievement of the English language in seventh year students.
<b>Who?</b>	English teachers and students at “Planeta Azul” School.
<b>When?</b>	September 2018- Febrero 2019
<b>Where?</b>	“Planeta Azul” School
<b>How many times?</b>	Once
<b>What collecting techniques?</b>	Surveys
<b>With what?</b>	Structured questionnaire Field information
<b>Under what situation?</b>	In a collaborative environment of the administration, teachers and seventh year students at “Planeta Azul” School.

**Source:** “Planeta Azul” School  
**Created by:** Astudillo, A. (2019)

### **3.6 Information processing plan**

First, this research had the approval of the authorities of “Planeta Azul” School. Second, the researcher determined the investigation problem through a diagnosis of English classes in the seventh-year levels through direct observations in the class and analyzing the students’ grades in the subject to get a better idea about what would be investigated. Third, after some objectives established; this research developed a theoretical basis. Then, it was determined the use of data collection instruments with items related to the objectives, it was necessary the teacher’s authorization to make use the students’ grades of the English subject useful for this investigation’s purpose. Finally, it was applied a survey to students and teachers which later the results got were tabulated and interpreted in order to make recommendations and conclusions as a final step.

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.1 Analysis and interpretation of the results**

The purpose of the survey conducted to 50 students and 3 teachers of "Planeta Azul" School was to determine the incidence of homework in the academic achievement of the English language in seventh year students. Prior to obtaining the data from the surveys applied, an investigation was carried out on the two variables studied in order to compare and analyze the answers to each of the questions.

Thus, all the questions were analyzed; using tables, graphics and the students' grades which helped us to analyze and interpret the results obtained.

#### 4.1.1 Students' survey

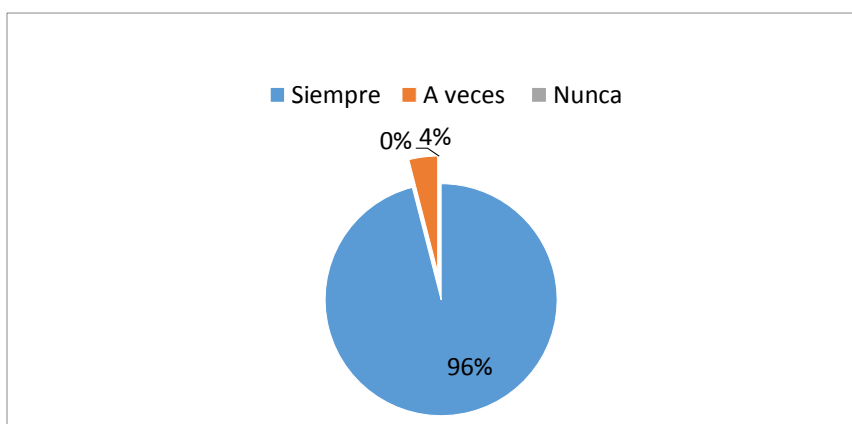
##### Question 1: ¿Su profesor de inglés le envía tareas escolares?

Table N° 4: Sending of homework

Scale	Frequency	Percentage
Always	48	96%
Sometimes	2	4%
Never	0	0%
Total	50	100%

Source: "Planeta Azul" School;  
Created by: Astudillo, A. (2019)

Graphic 8: Sending of homework



Source: "Planeta Azul" School;  
Created by: Astudillo, A. (2019)

#### Analysis and interpretation

Of 50 students, 96% of them that correspond to 48 students reveal that the English teacher always sends homework. Only 4% who are 2 students shows that teachers sometimes send homework.

As a result, most students agree that the teacher sends homework continuously. It shows that the teacher is focused on reinforcing learning through homework. The students' grades on homework reflect several alternatives: the students don't understand the class, they don't feel motivated or the homework that the teacher sends is too complex and they can't do it.

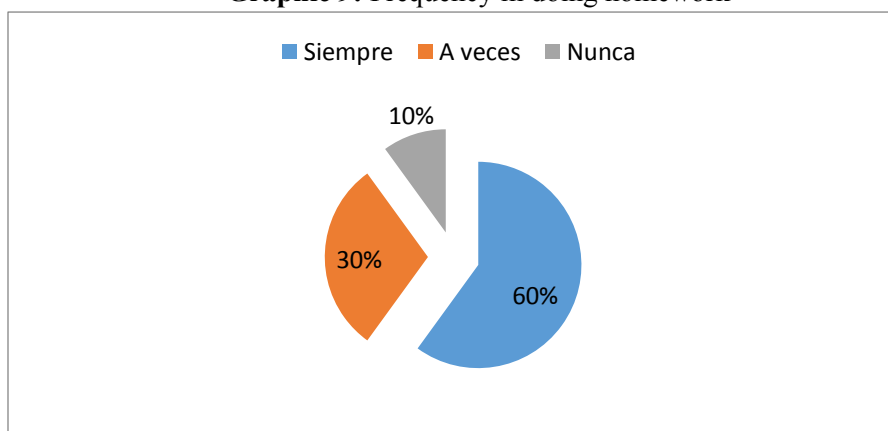
**Question 2: ¿Cuán a menudo realiza usted las tareas escolares en la asignatura de inglés?**

**Table N° 8:** Frecuency in doing homework

Scale	Frequency	Percentage
Always	30	60%
Sometimes	15	30%
Never	5	10%
<b>Total</b>	<b>50</b>	<b>100%</b>

Source: “Planeta Azul” School;  
Created by: Astudillo, A. (2019)

**Graphic 9:** Frecuency in doing homework



Source: “Planeta Azul” School;  
Created by: Astudillo, A. (2019)

**Analysis and interpretation**

Among the group of students surveyed in “Planeta Azul” School, 30 students who belongs to the 60% shows that the students always do homework. The 30% who are 15 students say that it happens just sometimes.

Consequently, it is worrying that a group of students consider they don’t do homework frequently or never. It means that homework is affecting their academic achievement in the subject. Because of that, it is important to improve educational routines in the language learning process and find the reason why they don’t do homework.



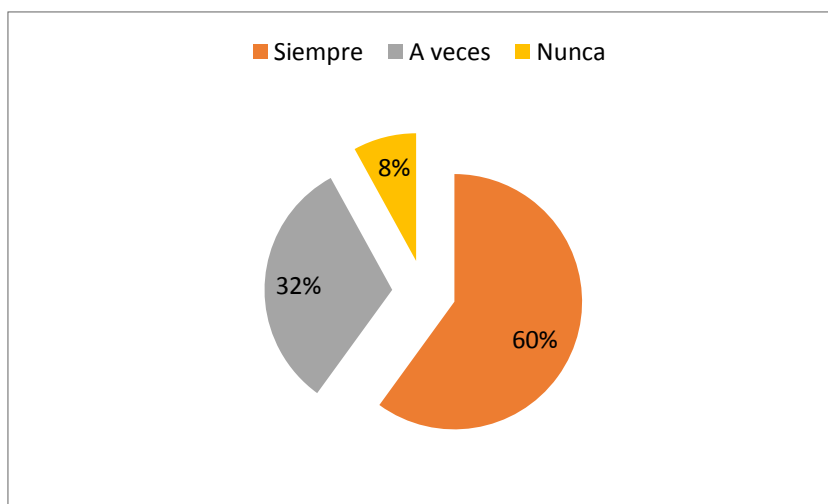
### Question 3: Cuando su profesor de inglés envía tareas escolares ¿cómo las realiza?

Table N° 9: Doing homework alone

Solo		
Scale	Frequency	Percentage
Always	30	60%
Sometimes	16	32%
Never	4	8%
<b>Total</b>	<b>50</b>	<b>100%</b>

Source: "Planeta Azul" School;  
Created by: Astudillo, A. (2019)

Graphic 10: Doing homework alone



Source: "Planeta Azul" School;  
Created by: Astudillo, A. (2019)

#### Analysis and interpretation

The 60% who are 30 students surveyed mention that their teacher asks them to do homework alone, the 32% belongs to 16 students consider it happens sometimes.

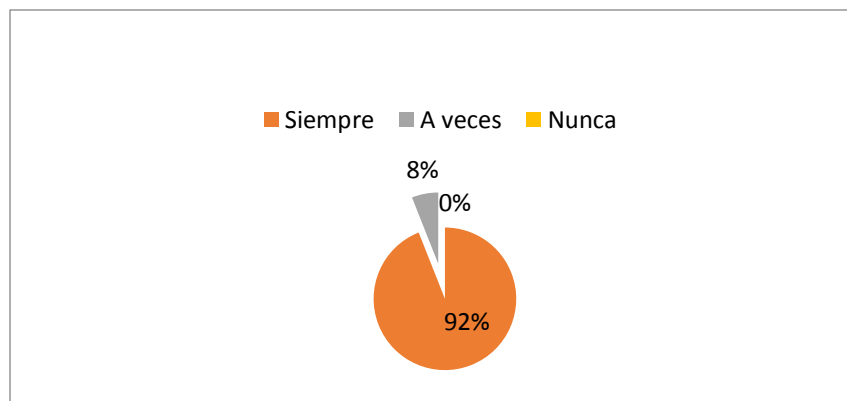
Therefore, most students consider that their teacher always sends homework and the less percentage of students who think they never do homework alone be probably the same who mention that they never do homework.

**Table N° 10:** Doing homework in groups.

<b>En grupo</b>		
<b>Scale</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Always</b>	46	92%
<b>Sometimes</b>	4	8%
<b>Never</b>	0	0%
<b>Total</b>	50	100%

**Source:** “Planeta Azul”School;  
**Created by:** Astudillo, A. (2019)

**Graphic 11:** Doing homework in groups



**Source:** “Planeta Azul”School;  
**Created by:** Astudillo, A. (2019)

### **Analysis and interpretation**

On the other hand, the same question asks students if they do homework in groups, so the results were that the 92% who are 46 students think that the teachers always ask them to do homework in groups and 4 students who belong to 8% consider that they never do homework in groups.

The majority of students declare that the teacher takes a lot of importance to group works. Probably, the teacher expects learners to give support each other and have better results in their academic achievement and also when he/she assigns homework in groups.

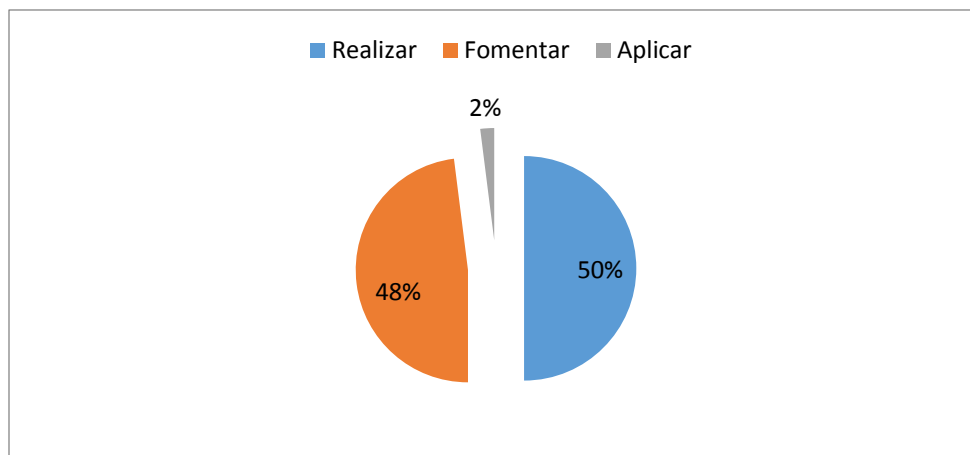
**Question 4: ¿Cuál es el principal propósito de las tareas escolares asignadas por el profesor de inglés? Escoja solo una opción.**

**Table N° 11:** Purpose of homework

Items	Frequency	Percentage
Search	25	50%
Foster	24	48%
Apply	1	2%
<b>Total</b>	<b>50</b>	<b>100%</b>

Source: “Planeta Azul”School;  
Created by: Astudillo, A. (2019)

**Graphic 11:** Purpose of homework



Source: “Planeta Azul”School;  
Created by: Astudillo, A. (2019)

### **Analysis and interpretation**

In this question, 25 students it means the 50% of them consider that the teacher’s purpose for sending homework is search for new information, before introducing a new topic. The 48% who are 24 students think their teacher sends homework for fostering the content that had already been introduced.

According to these results, it means that the homework’s purpose that the teacher sends has two alternatives search for new information, before introducing a new topic and foster the content that had already been introduced.

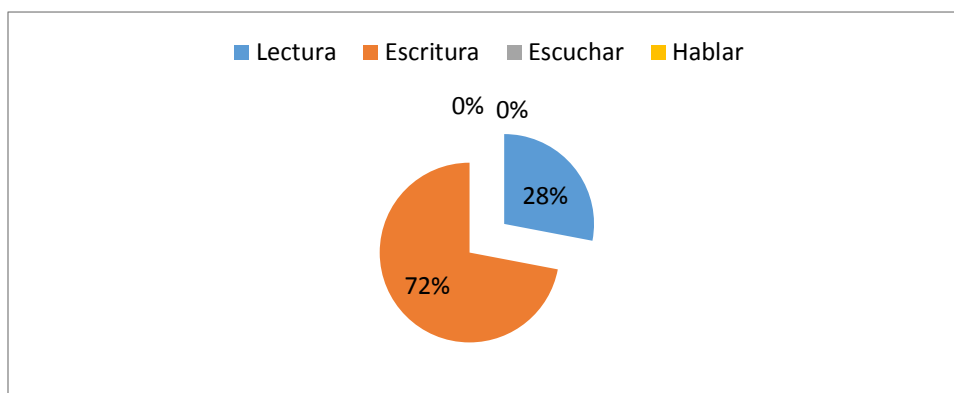
**Question 5: ¿Qué habilidad desarrolla más cuando el profesor de inglés le envía tareas escolares? (Marque una sola respuesta)**

**Table N° 12: Skill developed**

Items	Frequency	Percentage
<b>Reading</b>	14	28%
<b>Writing</b>	36	72%
<b>Listening</b>	0	0%
<b>Speaking</b>	0	0%
<b>Total</b>	50	100%

Source: “Planeta Azul”School;  
Created by: Astudillo, A. (2019)

**Graphic 12: Skill developed**



Source: “Planeta Azul”School;  
Created by: Astudillo, A. (2019)

### **Analysis and interpretation**

According to these results, they don't develop communicative skills in language learning. 72% that corresponded to 36 students consider that the skill they most develop in homework is writing, and 28% who are 14 students mention that they develop reading.

It means that unfortunately in that case the language teaching is not focused in communicative skills which are causing problems in students' learning.

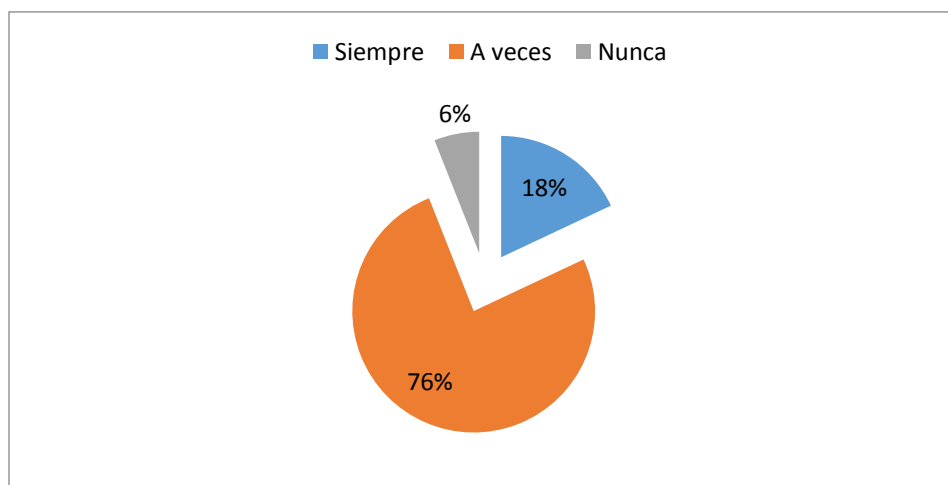
**Question 6: ¿Su profesor de inglés le evalúa en base a la tarea enviada previamente?**

**Table N° 13:** Be evaluated based on the previous homework

Scale	Frequency	Percentage
Always	9	18%
Sometimes	38	76%
NevGer	3	6%
<b>Total</b>	<b>50</b>	<b>100%</b>

Source: “Planeta Azul”School;  
Created by: Astudillo, A. (2019)

**Graphic 13:** Evaluation



Source: “Planeta Azul”School;  
Created by: Astudillo, A. (2019)

### **Analysis and interpretation**

The 76% corresponded to 38 students mention that sometimes they are evaluated according to a previous homework sent, the 18% who are 9 students consider that it always happens.

Most of the students agree that the teacher considers relevant evaluate them based on previous homework. Therefore, it is necessary that learners receive adequate feedback about their homework if they are going to be evaluated before so that, it will be reflected in their exams.

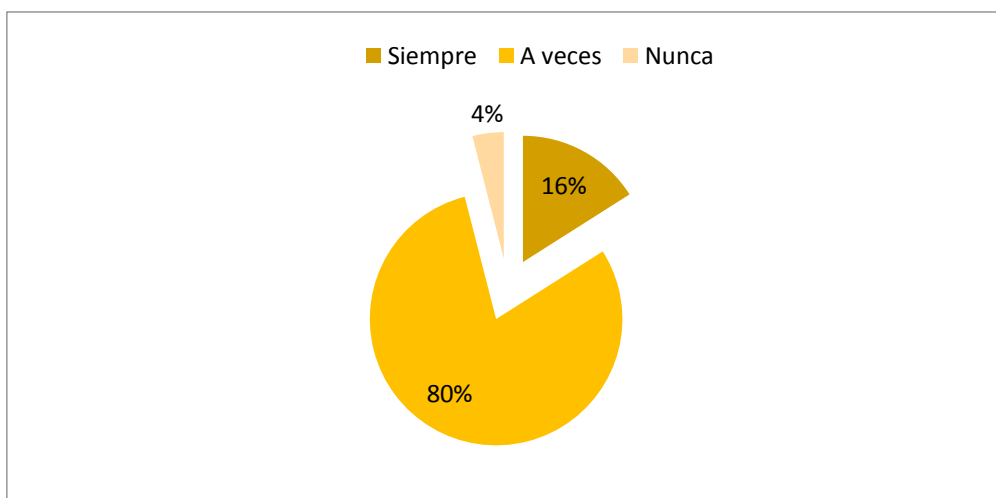
**Question 7: ¿Su profesor de inglés le pide participar en una actividad oral o escrita, en base en la tarea enviada anteriormente?**

**Table N° 14:** Oral or written activity

Scale	Frequency	Percentage
Always	8	16%
Sometimes	40	80%
Never	2	4%
<b>Total</b>	<b>50</b>	<b>100%</b>

Source: “Planeta Azul”School;  
Created by: Astudillo, A. (2019)

**Graphic 14:** Oral or written activity



Source: “Planeta Azul”School;  
Created by: Astudillo, A. (2019)

### **Analysis and interpretation**

The 16% who belongs to 8 students indicate that they always are part of an oral or written activity based on a previous homework; the 80 % of 40 students think they sometimes are part of it.

It demonstrates that the teacher puts little interest in reinforcing the subject’s content to their students through a written or oral activity in class after the homework sent.

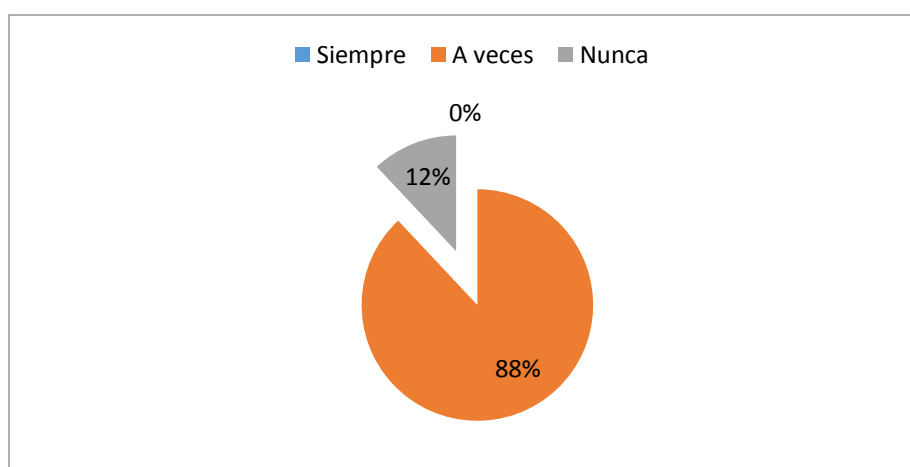
**Question 8: ¿Su profesor usa una lista de control o rúbrica para evidenciar y asignar una calificación de su desempeño en base a la tarea enviada previamente?**

**Table N° 15:** Use of a rubric

Scale	Frequency	Percentage
Always	0	0%
Sometimes	44	88%
Never	6	12%
<b>Total</b>	<b>50</b>	<b>100%</b>

Source: “Planeta Azul”School;  
Created by: Astudillo, A. (2019)

**Graphic 15:** Use of a rubric



Source: “Planeta Azul”School;  
Created by: Astudillo, A. (2019)

**Analysis and interpretation**

In this question, the 88% who are 44 students indicate that sometimes their teacher uses a rubric for evaluating them based on previous homework, in contrast, the 12% belongs to 6 students consider that the teacher never uses a rubric for this purpose.

It is indispensable that most of the times the teacher uses a rubric for evaluating their students. In that way, they will know the parameters they have to follow in order to do homework or know how they will be evaluated.

#### 4.1.2 Teachers' survey

The results got in this survey were completely partial, because it was gotten an agreement in all the teachers' answers

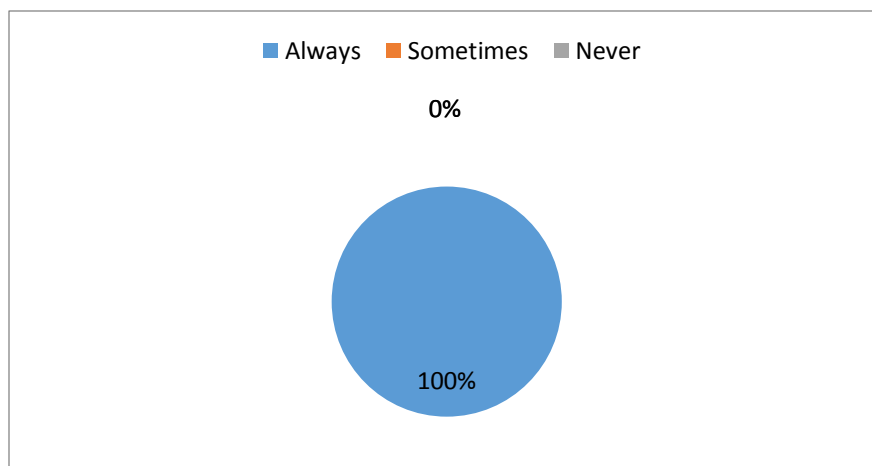
##### Question 1: How often do you send homework?

Table N° 16: Frequency in sending homework

Scale	Frequency	Percentage
Always	3	100%
Sometimes	0	0%
Never	0	0%
Total	3	100%

Source: "Planeta Azul" School;  
Created by: Astudillo, A. (2019)

Graphic 15: Frequency in sending homework



Source: "Planeta Azul" School;  
Created by: Astudillo, A. (2019)

#### Analysis and interpretation

The 100% of teachers surveyed consider they always send homework.

It is evident that the sending of homework is a primordial aspect and part of the language learning in "Planeta Azul" School.



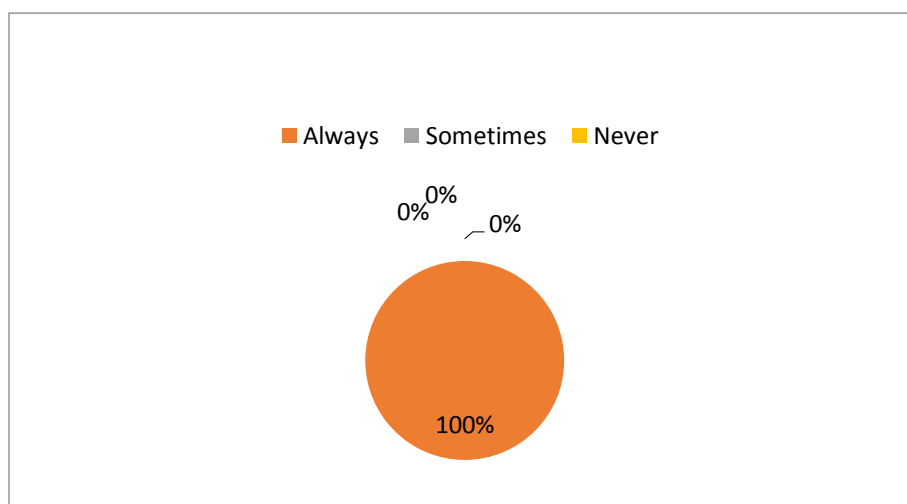
## Question 2: When you send homework how do your students participate on it?

Table N° 18: Doing homework alone

Alone		
Scale	Frequency	Percentage
Always	3	100%
Sometimes	0	0%
Never	0	0%
<b>Total</b>	<b>3</b>	<b>100%</b>

Source: "Planeta Azul" School;  
Created by: Astudillo, A. (2019)

Graphic 16: Doing homework alone



Source: "Planeta Azul" School;  
Created by: Astudillo, A. (2019)

### Analysis and interpretation

In this question, all the teachers surveyed consider they always ask students to do homework alone.

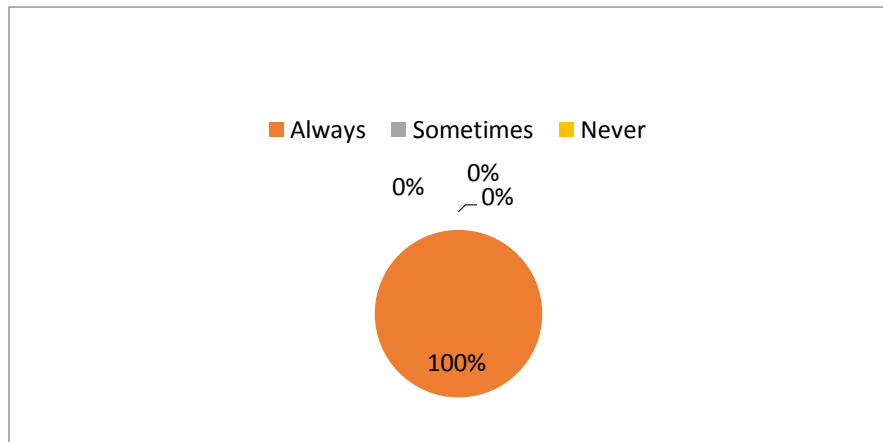
It means that the teacher sends homework daily and students have to do it by themselves.

**Table N° 18: Doing homework in groups**

<b>In groups</b>		
<b>Scale</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Always</b>	3	100%
<b>Sometimes</b>	0	0%
<b>Never</b>	0	0%
<b>Total</b>	3	100%

Source: "Planeta Azul" School;  
Created by: Astudillo, A. (2019)

**Graphic 17: Doing homework in groups**



Source: "Planeta Azul" School;  
Created by: Astudillo, A. (2019)

### **Analysis and interpretation**

In the same way, all the teachers surveyed consider they always send students to do homework in groups.

It could be a strategy for achieving students collaborate each other and create in them cooperation and helping values to work in groups.

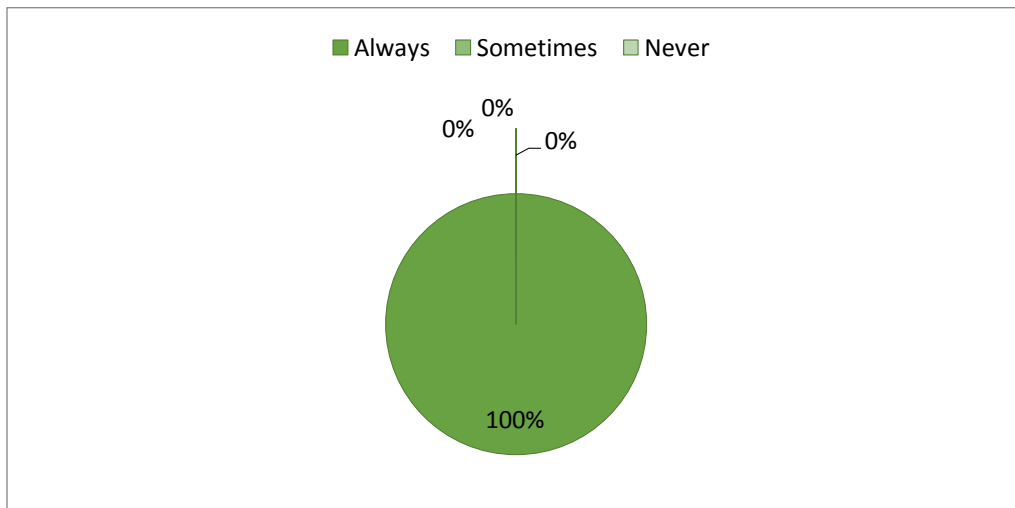
**Question 3: What is the main purpose of sending homework? Choose only one.**

**Table N° 19:** Purpose of homework

Items	Frequency	Percentage
Search	3	100%
Foster	0	0%
Apply	0	0%
<b>Total</b>	<b>3</b>	<b>100%</b>

Source: “Planeta Azul” School;  
Created by: Astudillo, A. (2019)

**Graphic 18:** Purpose of homework



Source: “Planeta Azul” School;  
Created by: Astudillo, A. (2019)

**Analysis and interpretation**

The 100% of teachers consider that the main purpose of sending homework is that students search for new information, before introducing a new topic.

It helps students to have a previous idea of what will learn in the next class and also helps teachers to make students aware of the content of the class. Thus, they first create their own knowledge through searching, and second, they reinforce the content with an extra explanation in class.

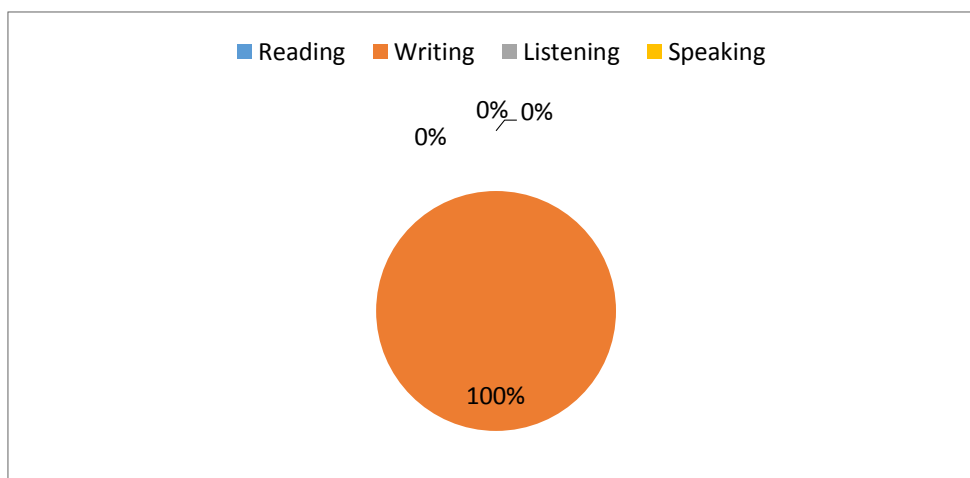
**Question 4: What skill do students develop mostly when you send them homework?  
(Mark only one)**

**Table N° 20:** Skill developed in doing homework

Items	Frequency	Percentage
Reading	0	0%
Writing	3	100%
Listening	0	0%
Speaking	0	0%
Total	3	100%

Source: “Planeta Azul” School;  
Created by: Astudillo, A. (2019)

**Graphic 19:** Skill developed



Source: “Planeta Azul” School;  
Created by: Astudillo, A. (2019)

**Analysis and interpretation**

All the teachers consider that the skill most developed in homework is writing.

Unfortunately, with this answer can be predicted that in the rest of the activities done in class the skill-less developed is speaking, which it should be the most important because we are talking about the language learning and the achievement of it is that students can communicate each other.

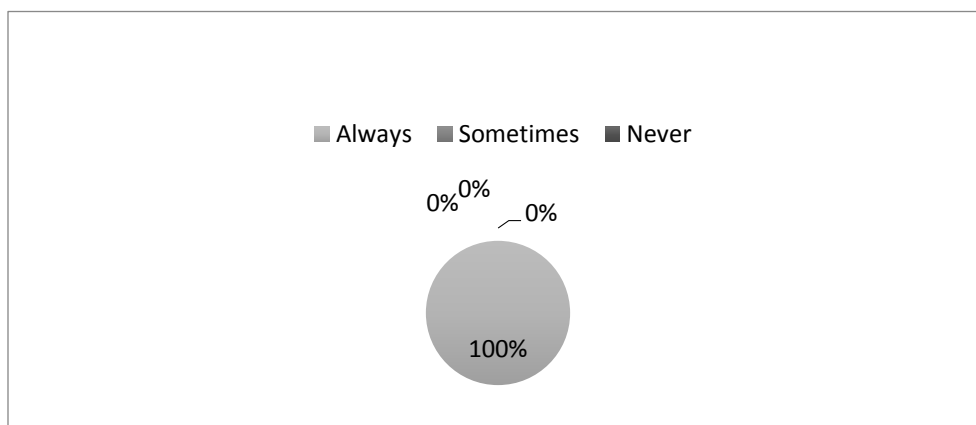
**Question 5: Do you evaluate your students in accordance with the homework previously assigned?**

**Table N° 21:** Evaluation

Scale	Frequency	Percentage
Always	0	0%
Sometimes	3	100%
Never	0	0%
<b>Total</b>	<b>3</b>	<b>100%</b>

Source: “Planeta Azul”School;  
Created by: Astudillo, A. (2019)

**Graphic 20:** Evaluation



Source: “Planeta Azul”School;  
Created by: Astudillo, A. (2019)

**Analysis and interpretation**

The 100% of the teachers surveyed consider that they always evaluate to their students according to the homework that they send.

It is important to keep this way of evaluation because the homework sent will not be in vain; on the contrary, it will be significance in the students’ learning.

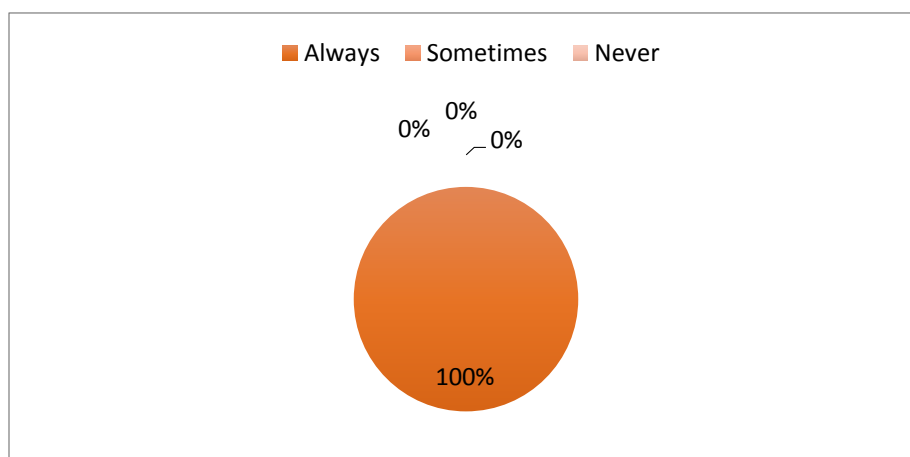
**Question 6: After assigning some homework, do you ask your students to be involved in an oral/ written activity?**

**Table N° 22:** Oral or written activity

Scale	Frequency	Percentage
Always	0	0%
Sometimes	3	100%
Never	0	0%
<b>Total</b>	<b>3</b>	<b>100%</b>

**Source:** “Planeta Azul”School;  
**Created by:** Astudillo, A. (2019)

**Graphic 21:** Oral or written activity



**Source:** “Planeta Azul”School;  
**Created by:** Astudillo, A. (2019)

**Analysis and interpretation**

All the teachers were honest in answering that they sometimes make students be part of an oral or written activity based on the previous homework.

According to this result, it would be necessary that the teacher reinforces the content with another activity after the homework sent in order to fill the gaps that students have about it.

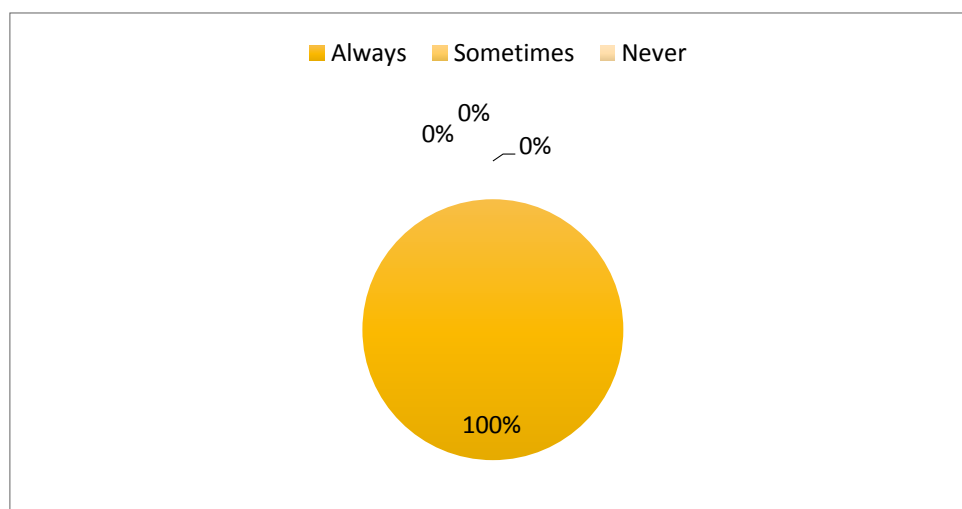
**Question 7: Do you use a check list and/or rubric to evidence students' performance based on the activities sent as homework?**

**Table N° 23:** Use a rubric

Scale	Frequency	Percentage
Always	0	0%
Sometimes	3	100%
Never	0	0%
<b>Total</b>	<b>3</b>	<b>100%</b>

Source: "Planeta Azul" School;  
Created by: Astudillo, A. (2019)

**Graphic 22:** Use a rubric



Source: "Planeta Azul" School;  
Created by: Astudillo, A. (2019)

**Analysis and interpretation**

The teachers accept that it is not more common the use of rubrics for evaluating their students. It would be necessary that the teachers apply a rubric in the homework they send, at least in group works. In that way, learners will know the results what the teachers expect to get from the activity they do.

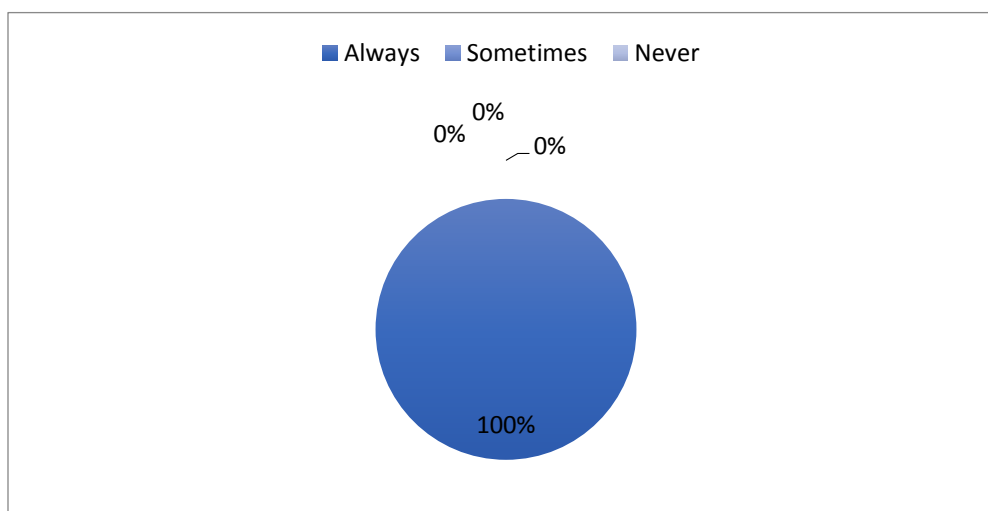
**Question 8: Does homework have a positive influence on students’ performance and grade?**

**Table N° 24:** Homework influence

Scale	Frequency	Percentage
Always	0	0%
Sometimes	3	100%
Never	0	0%
<b>Total</b>	<b>3</b>	<b>100%</b>

Source: “Planeta Azul”School;  
Created by: Astudillo, A. (2019)

**Graphic 23:** Homework influence



Source: “Planeta Azul”School;  
Created by: Astudillo, A. (2019)

**Analysis and interpretation**

The teachers admit that sometimes homework becomes a positive influence on students’ grades or performance. It is assumed because the teachers’ explanation is not clear for all students, or the homework sent is too complex for some of them and they reflected in their performance with excellent or bad grades in their academic achievement.



## 4.2 Verification of hypotheses

The chi-square (or chi-squared) statistic, has the probability distribution of its same name, it serves to test hypotheses referring to frequency distributions in the answers got in a survey (Quevedo, 2011).

### 4.2.2 Statistical Model

For the calculation of the chi-square we will use the following form based on the previous frequencies:

$$x^2 = \sum \frac{(O - E)^2}{E}$$

Where O represents each observed frequency and E represents each expected frequency at the sum of all these frequencies it will be called calculated chi squared.

$$(X_c^2)$$

$$X_t^2 = \text{calculated chi-square}$$

$$X_t^2 = \text{tabulated chi-square}$$

Then after obtaining the  $(X_c^2)$  it should be compared with a value of the table of probabilities for chi-square  $x^2$ . This table is very similar to student's table t, but has only positive values because chi-square only gives positive results; the value of this table is called chi-square by table  $x_t^2$ .

### Level of Significance

$$\alpha = 0,05$$

### Calculation of Chi Square

### **Specification of acceptance and rejection regions**

In order to determine the rule of decision the researcher calculated the degrees of freedom with the following formula.

Freedom degree = (number of columns – 1) x (number of row – 1)

$$gl = (r - 1) (k - 1)$$

$$gl = (3 - 1) (3 - 1)$$

$$gl = (2) (2)$$

$$gl = 4$$

#### **Where:**

gl = Degrees of freedom

r = number of rows

k = number of columns

#### **Chi Square Tabulated**

Therefore with 4 degrees of freedom and a level of significance of 0.05 we have a tabular Chi square of  $\chi^2_{t: 9,49}$

**Table 25:** Chi squared.

DISTRIBUCION DE  $\chi^2$

Grados de libertad	Probabilidad											
	0,95	0,90	0,80	0,70	0,50	0,30	0,20	0,10	0,05	0,01	0,001	
1	0,004	0,02	0,06	0,15	0,46	1,07	1,64	2,71	3,84	6,64	10,83	
2	0,10	0,21	0,45	0,71	1,39	2,41	3,22	4,60	5,99	9,21	13,82	
3	0,35	0,58	1,01	1,42	2,37	3,66	4,64	6,25	7,82	11,34	16,27	
4	0,71	1,06	1,65	2,20	3,36	4,88	5,99	7,78	9,49	13,28	18,47	
5	1,14	1,61	2,34	3,00	4,35	6,06	7,29	9,24	11,07	15,09	20,52	
6	1,63	2,20	3,07	3,83	5,35	7,23	8,56	10,64	12,59	16,81	22,46	
7	2,17	2,83	3,82	4,67	6,35	8,38	9,80	12,02	14,07	18,48	24,32	
8	2,73	3,49	4,59	5,53	7,34	9,52	11,03	13,36	15,51	20,09	26,12	
9	3,32	4,17	5,38	6,39	8,34	10,66	12,24	14,68	16,92	21,67	27,88	
10	3,94	4,86	6,18	7,27	9,34	11,78	13,44	15,99	18,31	23,21	29,59	
	No significativo								Significativo			

Source: Direct Research

Created by: Astudillo, A (2019)

**Table N° 26** Observed frequencies

Questions/ Alternatives	Always	Sometimes	Never	Total
Students: Question 2: ¿Cuán a menudo realiza usted las tareas escolares en la asignatura de inglés?	30	15	5	50
Students: Question 7: ¿Su profesor de inglés le pide participar en una actividad oral o escrita, en base en la tarea enviada anteriormente?	40	8	2	50
Teachers Question 1: How often do you send homework?	3	0	0	3
Teachers Question 6: After assigning some homework, do you ask your students to be involved in an oral/ written activity?	3	0	0	3
<b>Total</b>	<b>76</b>	<b>23</b>	<b>7</b>	<b>106</b>

Source: Surveys

Created by: Astudillo, A (2019)

Table N° 27 Expected frequencies

Questions/ Alternatives	Always	Sometimes	Never	Total
Students: Question 2 ¿Cuán a menudo realiza usted las tareas escolares en la asignatura de inglés?	35,85	10,85	3,30	50
Students: Question 7: ¿Su profesor de inglés le pide participar en una actividad oral o escrita, en base en la tarea enviada anteriormente?	35,85	10,85	3,30	50
Teachers Question 1: How often do you send homework?	2,15	0,65	0,20	3
Teachers Question 6: After assigning some homework, do you ask your students to be involved in an oral/ written activity?	2,15	0,65	0,20	3
<b>Total</b>	<b>76</b>	<b>23</b>	<b>7</b>	<b>106</b>

Source: Surveys

Created by: Astudillo, A (2019)

### Calculation Of *Chi*<sup>2</sup>

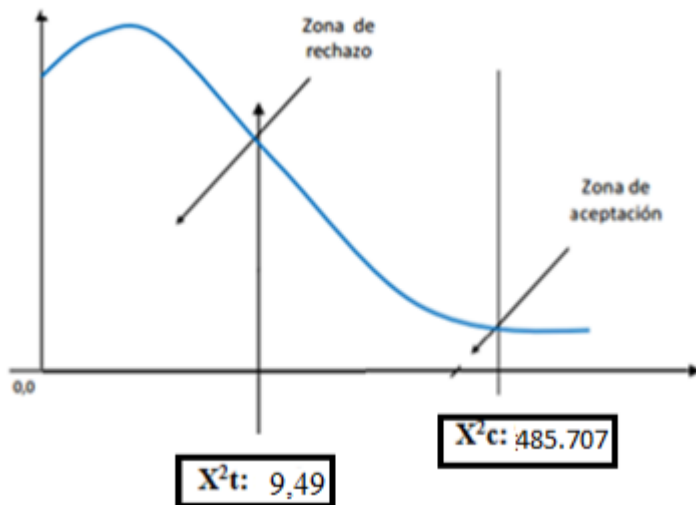
Table N° 29 Contingency (Calculation of Chi Square calculated X<sup>2</sup>c)

O	E	(O-E)	(O-E) ^2	(O-E) ^2/E
15	6	9	81	13,5
0	6	-6	36	6
1	6	-5	25	4,16666667
8	6	2	4	0,66666667
35	17,75	17,25	297,5625	1,62246708
0	17,75	-17,75	315,0625	17,75
25	15	10	100	6,66666667
2	15	-13	169	11,26666667
0	8,75	-8,75	76,5625	8,75
13	8,75	4,25	18,0625	2,06428571
21	8,75	12,25	150,0625	234,428069
Total				<b>485.7073</b>

Source: Surveys

Created by: Astudillo, A (2019)

## Gauss Bell



**Note:** Gauss Bell

**Created by:** Astudillo, A. (2019)

For 4 degrees of freedom at a 0.05 significance Level, it is obtained in table  $X^2_t = 9.49$  and since the value of  $X^2_c = 485.70$  is outside the rejection region, then the null hypothesis  $H_0$  is rejected so that accept the alternative hypothesis  $H_1$  that says: **H1:** Homework does influence on the students' academic achievement of the English language in seventh year students of "Planeta Azul" School, Ambato city, Tungurahua province.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

After finishing the whole process of researching based on homework and students' academic achievement it is necessary to set some conclusions according to the objectives proposed at the beginning of this investigation:

- In “Planeta Azul” School the English teachers only send two of these types of homework to students: practice and preparation homework. To skip the extension homework is prejudicial to the students' learning because they are not developing critical thinking and they are not able to do more complex work which is required in this type.
- Accordingly, with the results got from the surveys done in “Planeta Azul” School the learning goals are not being reached since students got low grades in the English subject because they don't do homework and one of the main causes is the lack of feedback given by the teacher. Feedback is an important tool in the formative assessment but unfortunately it is not adequately fulfilling in the written part far less in communicative aspects.
- The rubric is an important tool which let students have a clear idea about how to do a certain work; also it is an easier way for teachers grade it based on certain parameters exposed by themselves. The lack of use of this doesn't allow the students to reflect on their work and analyze and improve in the future.

- Finally, it was found that homework can influence on the students' academic achievement in a positive or negative way. It depends on the interest, or motivation that students receive. However; homework will always be part of the teaching-learning process in "Planeta Azul" School. Furthermore, it has to be enhanced among students.

## **5.2 Recommendations**

Based on the findings of this research, the following recommendations are provided:

- Teachers should consider varying the type of homework that they send in order to make students foster the content learnt, search for new information and apply that content itself in class. This will help that the students don't become mechanical or lazy learners who only receives knowledge by the educator. On the contrary; get students to have meaningful learning where the teacher can stimulate their brain to create new ideas through learning experiences.
- Homework has to be checked, on the contrary, if students know the teacher never check it, they won't do it. For that reason; positive comments on homework, feedback, give a grade on it, and prompt return of it, are vital aspects to motivate students to comply homework. That's why; the educator has to take enough time to check homework and motivate them to recognize their mistakes in order to avoid procrastination.
- The use of rubrics will help teachers to support learning. This makes assessing the students' work efficiently, consistently, objectively, and quickly. Teachers and students will know they have an implicit assignment that tends to be: excellent, mediocre, or need for improvement. Rubrics enable teachers to evaluate students' performance and also help to focus their own attention to the key concepts and standards that the students must obtain. Through them, teachers provide the necessary scaffolding to improve the quality of their students' work and to increase the knowledge that the students acquire.

- Due to the challenges of contemporary education, English teachers should innovate their classes using different methods in which the students feel motivated to do homework, participate in class and be engaged all the time for class development.



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## ANNEX 1

### “Homework and students’ academic achievement of the English language”

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#### Abstract

This paper is aimed to determine the influence of homework in seventh-year students’ academic achievement in “Planeta Azul” School from Ambato city. For the development of this research was used a mixed approach (qualitative-quantitative) with the purpose of getting a deeper analysis of this research, through a surveyed applied to 50 students and 3 teachers to get important data useful for the investigation process. Once the data was collected, it was tabulated and represented in tables and graphics to be analyzed later. Consequently, with the results got from the survey it was concluded that the teachers in “Planeta Azul” School don’t vary the type of homework they send and also since they only send two of three types of homework proposed in this work. These are: practice homework to make learners foster the content learned in class, preparation homework to search for new information before learners start a new class; and the extension homework that is the least used by teachers, which asks students to apply their knowledge and critical thinking in more difficult tasks. Unfortunately; it is causing that students don’t do their homework and inevitably their academic achievement is being affected for the lack of feedback in homework and the inadequate evaluation done by teachers.

**Keywords:** Academic achievement, foster content, search, homework, feedback evaluation.

## **1. Introduction**

In the last years, education has been innovating around the world; mainly the importance of teaching English has been primordial in Latin America countries. That is why the creation of methods and techniques for the development and innovation of foreign language teaching has been encouraged in educators. For that reason, this research not only is focused on the students' performance in the classroom but also on the importance of homework for learners and how it is managed by teachers and why it is affecting the learners' academic performance.

### **1. Investigative background**

#### **Homework**

This research exposed the relationship between homework and students' academic of English language. Nevertheless, it is interesting to compare and relate this study with others to have a deeper comprehension of what it is about such as Vargas (2014) who wrote the article "Homework and academic

performance" in which the author states that homework or also called "Scholar tasks or assignments" developed after the selective process in school, to accomplish with the reinforcement of the learning activity and knowledge's consolidation taught and learned in class. In addition, homework must be clear, in order to learners be able to perform them successfully and they feel motivated in learning the target language. On the other hand, another relevant research was carried out by Rey (2014) talks about "Teaching English through homework", this project helped to define English homework as extra work sent by the teacher to get students to practice what they have learned in class in a specified period of time. That is why, it is recommendable that the homework that the teacher sent daily be easy and understandable in order to students reinforce the content learnt in class. Oppositely; there will be homework that could take more time to do depending on its complexity and content, then they will have more time to investigate, according to established academic objectives by

teachers in which the students are expected to practice at home the contents learned in class. However, if the main important point is the language learning process, the author mentions that it is important that students use this language as in the school as outside it, with prior linguistic knowledge for developing it through the interaction itself.

### **Suggestions in homework**

Ministerio de Educación (2016) presents a guide of suggestions in homework that can be used for intermediate children level of General Basic Education in the English subject.

The purpose of this guide is to contribute to the teachers' work, providing practical and simple recommendations on how to plan, develop and evaluate homework, without implying overload of work for them or students, loss of complexity or quality in the same. Besides; if the teacher expects to get good results in homework it is necessary to make a lesson plan taking into account some aspects:

### **The classroom diversity**

The teacher must adapt his methodology and diversify it with the aim that all students have access to essential basic learning and enhance their desirable learning.

### **The academic rhythm of the group**

The teacher must take into account the academic rhythm of the group, through the observation of work in the classroom. This information will allow the teacher plans homework in order to make it as stimulating activities that reinforce, enhance and develop the children's learning and intellectual abilities.

### **The economic, social, cultural and linguistic condition of the students**

The students' academic achievement will be performed in the school, but it will depend on the personal situation that the students have in their family, their socioeconomic, and cultural factors, geographical and institutional infrastructure, their neighborhood, community and technological access.



### **Quality of homework over quantity**

It is important to identify the difficulties students have at the moment to develop homework, in order that the teacher can detect the learners' weaknesses and look for other teaching strategies applicable for English homework. It means that teacher has to plan homework that promote learning and develop language skills in learners who due to a low specific condition in education require a better guide.

### **Strategies to coordinate the dosing of homework**

In the case of homework involves continuous processes for its preparation, such as: readings, complete literary works, micro projects, and experiments. It is essential that teaching staff have in advance the distribution and dosing of time, so that teachers and parents know clearly the daily distribution of time that it will require in the elaboration of it.

On the other hand, talking about the type of homework that can be

developed during one class to the next, the teaching team should agree on the incorporation of a calendar in which the subjects can be distributed according to the days, in order to dose the amount of homework and send homework that is strictly necessary, pertinent, and pedagogically productive for students (Ministerio de Educación, 2016).

### **Types of homework**

Daza (2014) states that in an educational setting, the teacher must clearly specify what kind of work or assignment he/she expects the students do. The performance criteria and the specifications of the homework must be clear and understandable for the students in order to do the assignment correctly according to the instructions given by the teacher. It must be focused on didactic strategies that allow catching students' attention in a technical, analytical, logical and systematic way, promoting an optimal critical thinking in students. In that way, the types of homework are classified in the following:

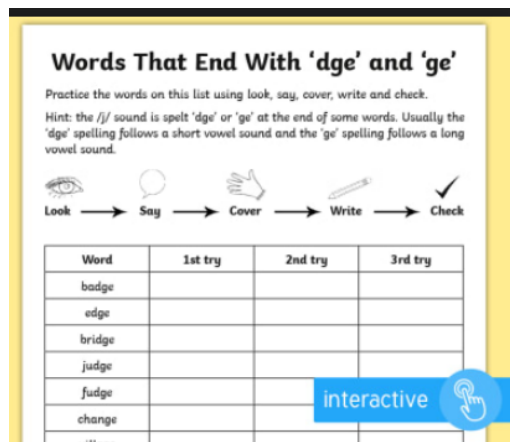
- **Practice homework**

According to Rosário (2015) practice homework is based on skills or knowledge newly acquired in class that has to be reinforced at home. Some practice activities, exercises, guides or questionnaires with examples that help to stimulate learning abilities and remember previous information of each student and apply the recent knowledge in a direct and personal way.

Furthermore, practice homework focuses on tasks taught in class to increase speed, demonstrate mastery, review work, study for tests, and retain specific skills over time. The teacher assigns practice homework most often because it can be more convenient and less time consuming. This type of homework is more often used in language proficiency and grammar in order to students practice more the use of the language.

Here we have an example of practice homework. As you see in the picture, according to the instruction the students got a previous explanation in

class about the topic in order to practice it at home.



**Graphic 3:** Spelling practice homework  
**Source:** <https://www.twinkl.com/resource/t-l-52718-year-2-spelling-practice-al-and-il-go-respond-activity-sheet>

- **Preparation homework**

This type of homework focuses on providing information about what will be learnt the next class, it helps learners to activate previous mental schemes on topics that are going to be checked later. Some examples of preparation activities are: readings, looking for bibliographical information, obtaining materials for a presentation planned for the next class (Rosário, 2015).

Furthermore, with this type of homework students will be able to investigate the contents that will be covered in the future lesson and write the main ideas about that, in that way they will be able to create their own mental schemes. In addition, students would use the textbook to be prepared on the future lessons.

The following example shows that the students have to look for details about a certain topic detailed in the instruction based on a web page where they have to look for information.

**Homework: Searching for Details (Due Thursday-25 points)**

- On a piece of paper, collect details about what fighting in a phalanx would be like
  - 5 details 70%
  - 5% for each detail after
- Where?
  - Read pp102-104
  - <http://www.livius.org/pha-phd/phalanx/phalanx.html>
  - <http://www.historynet.com/weaponry-greek-phalanx.htm>
  - First hand experience (what we did outside)

**Graphic 4:** Life as a Greek Soldier  
**Created by:** Simpson (2011).

- **Extension homework**

Extension homework is focused on self and creative learning which is encouraged by emphasizing students' creativity and research. Some examples are: long-term homework and continuous projects similar to class work. They serve to apply the knowledge or skills that they already have to new or real situations. It also promotes the shift of previous learning to new tasks requiring higher level of abstract thinking to occur. Teachers use this form of homework to encourage students to collaborate with peers and be more creative during their learning. Real-life, or hands-on applicable skills are used to complete extension homework tasks. This provides a richer learning experience for students. Homework with a specific purpose of extension (promoting problem-solving skills) is valuable for improving students' achievement (Rosário, 2015).

As an example of extension homework we can see below a project about a real life situation in which students will have to investigate, apply their knowledge

about the topic using their creativity and responsibility.

Project 9B – Fit and Healthy	
Task set:	Deadline:
<p><b>Project Brief:</b> Read the information below.</p> <p>An important part of NHS (National Health Service) is prevention of future illness and disease. Using your knowledge and some independent research you need to design a leaflet for a doctor's surgery entitled 'A healthy lifestyle'. Within your leaflet you need to include at least four pages, but feel free to add extra pages that describe characteristics of a healthy lifestyle.</p> <p>Page 1: Protecting ourselves against infectious disease Page 2: The benefits of eating a healthy balanced diet Page 3: The health risks of smoking Page 4: The health risks of alcohol</p> <p>Your project should aim to cover the points detailed in the success table. The more points you cover correctly, the more marks you will be awarded.</p>	
<p><b>Things you should include:</b></p> <p>When designing leaflets it is essential to consider the audience you are presenting to, it needs to contain factual information that is evidence based, but also be eye catching and easy to understand. Consider the main messages that you want to communicate on each page and make sure these stand out.</p>	

**Graphic 5:** Biology homework projects  
**Created by:** Caverre (2016).

### Students' academic achievement

The second variable analyzed in the present research is students' academic achievement, in which a lot of information was collected to aim the objective of the investigation. For example: Machuca (2015) talks about students' academic achievement as the students' knowledge evaluation acquired in school, high school or university. Students with good academic achievement are who obtain good grades in the exams, homework or classroom activities that must be given during a course. On the contrary, bad academic achievement is defined

as the students' who don't achieve the objectives propose during the program. In other words, academic achievement is the measure of students' abilities, showing what they have learned throughout the formative process. It also assumes their ability to respond to educational stimuli. In that way, students' academic achievement is related to aptitude too.

Additionally, Steinmayr (2014) refers to academic achievement like the complying of learning outcomes that show the extent to which a student has accomplished specific goals that were focus on the activities developed in educational environments. On the other hand, school systems mostly define cognitive goals that either apply across multiple subject areas like critical thinking, or include the acquisition of knowledge and understanding in a specific intellectual domain. Therefore, academic achievement should be considered as a multifaceted construct that comprises different students' learning abilities because the field of academic achievement is very wide-ranging and

covers a broad variety of educational outcomes.

### **Evaluation of students' academic achievement**

The teacher has to follow a systematic process in order to evaluate the students' academic achievement so that, it is part of teaching and learning activity in the classroom. The evaluation has to be based according to the learning outcomes prescribed at the beginning of the course, and also reflecting students' progress and achievement (Radhika, 2018).

It consists of three types of evaluation:

- **Pre-instructional evaluation**

It refers to do a diagnostic assessment in order to identify the students' needs or knowledge prior to instruction. With the help of this, the teacher will recognize their students' strengths and weakness in the subject. In that way, he/she can know what contents about the subject are necessary, check again those or reinforce and after that keep

up with the topics planned according to their level.

That is why; the pre-instructional evaluation has the following benefits:

- Determine students' prior knowledge and skills.
- Control students' progress in the school.
- Students know teacher's expectations
- Focusing students' attention on learning targets
- Checking for misconceptions
- Teacher can identify students' interests, talents and learning intelligences.

- **Formative evaluation**

Formative evaluation helps to identify the gaps between what students understand and the abilities they possess in the daily time shared in classroom through activities or assignments they are asked to do by the teacher. Taking into account the learning outcomes that they could achieved for a course, unit of content or activity. In order to the formative

process be fulfilled, it will be important that the teacher offers feedback to help students confront tests and assignments.

There are series of procedures and activities where the teacher makes students aware about the learning and also becomes it more significant:

- Develop critical and creative thinking skills.
- Application, performance and problem-solving skills.
- Capacity for self –reflection and self-regulation as learners.
- Classroom practice.
- Response to class activities, assignments and materials.

- **Summative evaluation**

The summative evaluation is characterized for evaluating students' learning at the end of an instructional unit, each term or scholar year. It can be achieved using the following methods:

- Questionnaires
- Surveys
- Interviews

- Observations
- Tests
- Projects

### **Evaluative criteria**

Finally, this evaluation will be done under certain guidelines or rules for judging students' response or performance called evaluative criteria. The evaluative criteria will depend on the outcomes and the purpose of the assignment which are the following:

- Content: Evaluate the learners' knowledge or concept.
- Process: Evaluate the proficiency level of performance or process in a skill, also the effectiveness of the methods and procedures used in a task.
- Quality: Evaluate the overall quality of the result or performance.
- Impact: Evaluate the overall results or effects of the task in the learners (Radhika, 2018).

## **2. Objectives**

### **General objective**

Determine the incidence of homework in the English language academic achievement in the seventh year students of “Planeta Azul” School.

### **Specific objectives**

- Identify the types of homework that are assigned to the students in the English subject
- Analyze the evaluation of the students’ academic achievement of English subject.

## **3. Methods**

The present research work had a qualitative-quantitative approach; where all the data collected was analyzed and interpreted to support in the comprehension of established theme.

In addition, the research method was through field research because it was possible to go to the place where the research problem occurred at “Planeta Azul” School

to apply a survey teachers and students. At the same time, a bibliographical research because which allowed using theoretical basis to support the problem as well as to contribute to the interpretation of results that allowed verifying the formulated hypothesis.

## **4. Techniques and instruments**

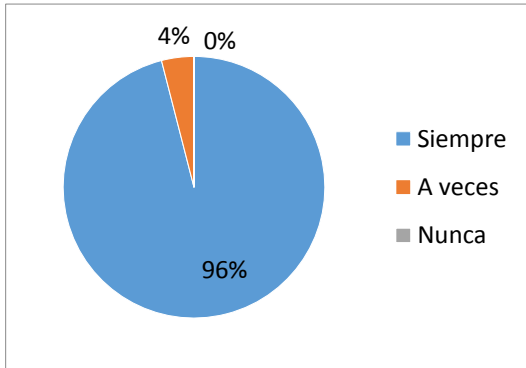
The current research work was applied to 50 students and 3 teachers from the mentioned school. The technique used was through survey that had as tool a structured questionnaire with three options; always sometimes, and never.

Besides, it had eight questions as well as students and teachers related to achieve the objectives from research.

## **5. Results**

The numerical data of the surveys are presented through figures and tables to illustrate the percentages of each part.

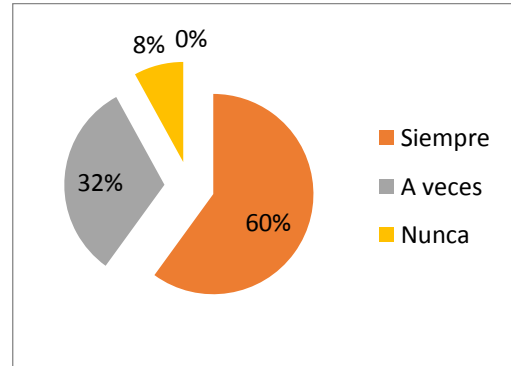
**Graphic 6:** Sending of homework



**Source:** Students' survey  
**Author:** Astudillo, A. (2019)

Of 50 students, 96% of them reveal that the English teacher always send homework. Only the 4% indicates that teachers sometimes send homework. As a result, the majority of students agree that teacher sends homework continuously. It shows that the teacher be focused on reinforcing the learning through homework. The students' grades on homework reflect several alternatives: the students don't understand the class; they don't feel motivated or the homework that teacher sends is too complex and they can't do it.

**Graphic 7:** Doing homework alone

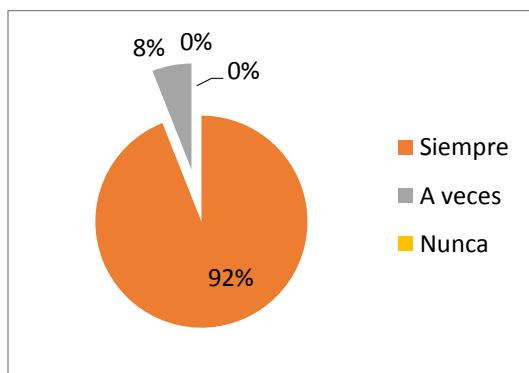


**Source:** Students' survey  
**Author:** Astudillo, A. (2019)

The 60% of students surveyed mentions that their teacher asks them to do homework alone, the 32% consider it happens sometimes, and the other 8% indicates that they never do homework alone. Therefore, the majority of students consider that their teacher always sends homework and the less percentage of students who thinks they never do homework alone be probably the same who mention that they never do homework.



**Graphic 8:** Doing homework in groups

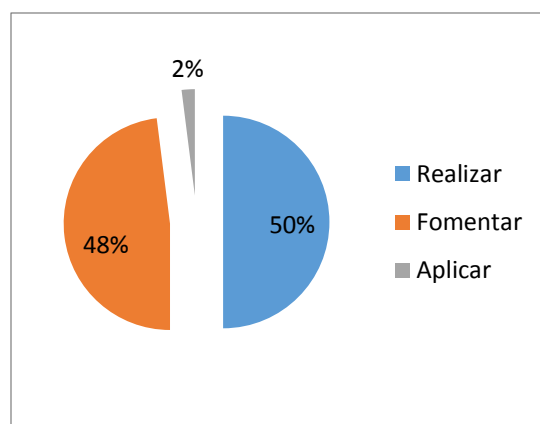


**Source:** Students' survey  
**Author:** Astudillo, A. (2019)

On the other hand, the same question asks students if they do homework in groups, so the results were that the 94% of them think that the teachers always ask them do homework in groups and the same 8% consider that they never do.

A great part of students declare that teacher takes a lot of importance to group works. Probably, the teacher expects learners give support each other and have better results in their academic achievement and also when he/she assigns homework in groups.

**Graphic 9:** Main purpose of doing homework

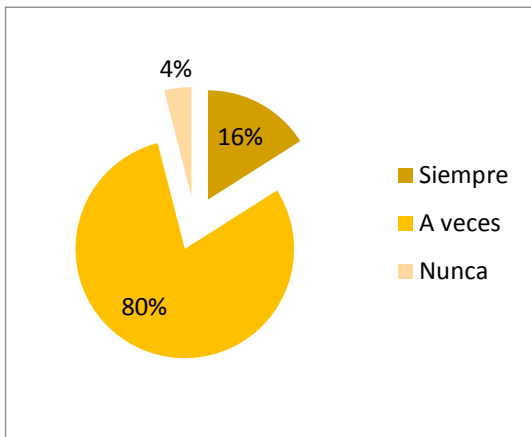


**Source:** Students' survey  
**Author:** Astudillo, A. (2019)

In this question, a half of students consider that the teacher's purpose for sending homework is search for new information, before the introduction of a new topic. The 48% thinks their teacher sends homework for fostering the content that had already been introduced and only the 2% mentions that it is for applying knowledge and uses their critical thinking.

According to these results it means that the homework's purpose that teacher sends have two alternatives search for new information, before the introduction of a new topic and foster the content that had already been introduced.

**Graphic 10:** Oral or written activity



**Source:** Students' survey  
**Author:** Astudillo, A. (2019)

The 16% of students indicate that they always are part of an oral or written activity based on a previous homework; the 80 % think they sometimes are part of it and the 4% consider they never are part of these types of activities. It demonstrates that teacher puts little interest in reinforcing the subject's content to their students through a written or oral activity in class after the homework sent.

## 6. Discussion

Once the research process has finished it is properly to assure that there is a correlation between homework and students' academic achievement in the

English subject. It was noted that homework will always be part of the educational process influencing the academic achievement.

According to Guerrero (2009) in her research developed about Homework as an educational problem. She carries out her research in a school out of the city near Quito, in which she mentions that the students do not have a good economic status and also details that students have difficulties in doing their homework because it is too complex and repetitive. Furthermore, it was demonstrated that in this type of homework sent there is no a clear explanation in class about it. According to her observations she disagree in that the teacher always sends students homework about topics that he/she never explained and only makes learners fill in pages from the book.

In another investigation carried out by Yépez (2015) in his research work: "Causes of the low academic performance in the English subject in ninth grade students in Franciscano Jimenez de Cisneros School in Ibague

city." He talks about the academic performance in the English language. The results obtained in this research he mentioned that the problem starts in the students' motivation and also in the environment they live because although the students know that learning a new language is important, they only do homework because they must comply it, but they are not motivated in doing it.

In addition, through observations the author has concluded that teachers simply prepare their classes based on very rigid lesson plans in which students only have to fill in book's activities and take lessons from them that even have evaluations already designed by book publishers. Therefore, they are not paying attention in the students' necessities.

### **5.1 Conclusions**

After finishing the whole process of researching based on homework and students' academic achievement it is necessary to set some conclusions according to the objectives proposed at the beginning of this investigation:

- In "Planeta Azul" School the English teachers only send two of these types of homework to students: practice and preparation homework. To skip the extension homework is prejudicial to the students' learning because they are not developing critical thinking and they are not able to do more complex work which is required in this type.
- Accordingly, with the results got from the surveys done in "Planeta Azul" School the learning goals are not being reached since students got low grades in the English subject because they don't do homework and one of the main causes is the lack of feedback given by the teacher. Feedback is an important tool in the formative assessment but unfortunately it is not adequately fulfilling in the

written part far less in communicative aspects.

- The rubric is an important tool which let students have a clear idea about how to do a certain work; also it is an easier way for teachers grade it based on certain parameters exposed by themselves. The lack of use of this doesn't allow the students to reflect on their work and analyze and improve in the future.
- Finally, it was found that homework can influence on the students' academic achievement in a positive or negative way. It depends on the interest, or motivation that students receive. However; homework will always be part of the teaching-learning process in "Planeta Azul" School. Furthermore, it has to be enhanced among students.

## 5.2 Recommendations

Based on the findings of this research, the following recommendations are provided:

- Teachers should consider varying the type of homework that they send in order to make students foster the content learnt, search for new information and apply that content itself in class. This will help that the students don't become mechanical or lazy learners who only receives knowledge by the educator. On the contrary; get students to have meaningful learning where the teacher can stimulate their brain to create new ideas through learning experiences.
- Homework has to be checked, on the contrary, if students know the teacher never check it, they won't do it. For that reason; positive comments on homework, feedback, give a grade on it, and prompt return

of it, are vital aspects to motivate students to comply homework. That's why; the educator has to take enough time to check homework and motivate them to recognize their mistakes in order to avoid procrastination.

- The use of rubrics will help teachers to support learning. This makes assessing the students' work efficiently, consistently, objectively, and quickly. Teachers and students will know they have an implicit assignment that tends to be: excellent, mediocre, or need for improvement. Rubrics enable teachers to evaluate students' performance and also help to focus their own attention to the key concepts and standards that the students must obtain. Through them, teachers provide the necessary scaffolding to improve the quality of their students' work and to increase

the knowledge that the students acquire.

- Due to the challenges of contemporary education, English teachers should innovate their classes using different methods in which the students feel motivated to do homework, participate in class and be engaged all the time for class development.

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*EN EL AREA DE INGLES EN  
LOS ESTUDIANTES DEL  
COLEGIO FRANCISCANO  
JIMENEZ.* Obtenido de

<http://repository.ut.edu.co/bitstream/001/1617/2/APROBADO%20ANGELA%20PATRICIA%20YEPES.pdf>

**ANNEX 2**



**UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
CARRERA DE IDIOMAS  
SURVEY DIRECTED TO TEACHERS**



**Objective.** - Determine the incidence of homework in the English language academic achievement in the seventh year students of “Planeta Azul” School.

**Instructions.** - Read the questions in detail and mark with an (X) the option that you consider appropriate.

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Questionnaire**

**1. How often do you send homework?**

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

**2. When you send homework how do your students participate on it?**

	Always	Sometimes	Never
Alone			
In groups			

**3. What is the main purpose of sending homework? Choose only one.**

- Search for new information, before the introduction of a new topic. (...)  
Foster the content that had already been introduced. (...)  
Apply knowledge and use your critical thinking (...)

**4. What skill do students develop mostly when you send them homework? (Mark only one)**

- Reading (...)  
Writing (...)  
Listening (...)  
Speaking (...)



- 5. Do you evaluate your students in accordance with the homework previously assigned?**
- a) Always (.....) b) Sometimes (.....) c) Never (.....)
- 6. After assigning some homework, do you ask your students to be involved in an oral/ written activity?**
- a) Always (.....) b) Sometimes (.....) c) Never (.....)
- 7. Do you use a check list and/or rubric to evidence students' performance based on the activities sent as homework?**
- a) Always (.....) b) Sometimes (.....) c) Never (.....)
- 8. Does homework have a positive influence on students' performance and grade?**
- a) Always (.....) b) Sometimes (.....) c) Never (.....)

Gracias por su colaboración!



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE IDIOMAS**



**ENCUESTA DIRIGIDA A ESTUDIANTES**

**Objective.** - Determine the incidence of homework in the English language academic achievement in the seventh-year students of “Planeta Azul” School.

**Instrucciones.** – Lea las preguntas detenidamente y marque con una (X) la opción que considere apropiada.

**Nombre:** \_\_\_\_\_ **Fecha:** \_\_\_\_\_

**Cuestionario:**

**1. ¿Su profesor de inglés le envía tareas escolares?**

Siempre (.....) A veces (.....) Nunca (.....)

**2. ¿Cuán a menudo realiza usted las tareas escolares en la asignatura de inglés?**

Siempre (.....) A veces (.....) Nunca (.....)

**3. Cuando su profesor de inglés envía tareas escolares ¿cómo las realiza?**

	Siempre	A veces	Nunca
Solo			
En grupo			

**4. ¿Cuál es el principal propósito de las tareas escolares asignadas por el profesor de inglés? Escoja solo una opción.**

- Realizar una investigación antes de que el tema sea explicado en clase (....)
- Fomentar el contenido aprendido (....)
- Aplicar su conocimiento y usar su pensamiento crítico (....)

**5. ¿Qué habilidad desarrolla más cuando el profesor de inglés le envía tareas escolares?  
(Marque una sola respuesta)**

Lectura (....)

Escritura (....)

Escuchar (....)

Hablar (....)

**6. ¿Su profesor de inglés le evalúa en base a la tarea enviada previamente?**

Siempre (.....) A veces (.....) Nunca (.....)

**7. ¿Su profesor de inglés le pide participar en una actividad oral o escrita, en base en la tarea enviada anteriormente?**

Siempre (.....) A veces (.....) Nunca (.....)

**8. ¿Su profesor usa una lista de control o rúbrica para evidenciar y asignar una calificación de su desempeño en base a la tarea enviada previamente?**

Siempre (.....) A veces (.....) Nunca (.....)

Gracias por su colaboración!

### ANEXE 3

As a useful tool for the development of this research it was used the following grades of classes A and B from seventh year students of “Planeta Azul” School. These grades show the students’ English performance in homework, individual works, group works, class activities, quizzes, and the final exam in the English subject. These grades were a necessary clue to the progress of this investigation so that helped us to confirm the reliability of the students’ responses in the survey and to analyze the students’ academic achievement in the subject. Next, the following grades are associated with some answers that students gave in the surveyed applied.

#### Question 2: ¿Cuán a menudo realiza usted las tareas escolares en la asignatura de inglés?

Table N° 28: Frecuency in doing homework

Scale	Frequency	Percentage
Always	30	60%
Sometimes	15	30%
Never	5	10%
Total	50	100%

Note: Survey addressed to students at “Planeta Azul” School; developed by Astudillo, A. (2019)

According to the results got in question 2 of the survey the 40% of students both classes consider they sometimes do homework or they never do it. The answers got in the survey show that who answered it, they are the same students who have low grades in homework.

#### Question 3: Cuando su profesor de inglés envía tareas escolares ¿cómo las realiza?

Table N° 29: Doing homework alone

Scale	Solo	
	Frequency	Percentage
Always	30	60%
Sometimes	16	32%
Never	4	8%
Total	50	100%

Table N° 30: Doing homework in groups.

Scale	En grupo	
	Frequency	Percentage
Always	46	92%
Sometimes	4	8%
Never	0	0%
Total	50	100%

**Created by:** Astudillo, A. (2019)

**Created by:** Astudillo, A. (2019)

Observing the grades above, we can deduce that the students have better grades in group activities than in homework that they have to do alone. Then, the students who answered that never take part in group works; these students have grades that need improvement.

**Question 6: ¿Su profesor de inglés le evalúa en base a la tarea enviada previamente?**

**Table N° 31:** Be evaluated based on the previous homework

<b>Scale</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Always</b>	9	18%
<b>Sometimes</b>	38	76%
<b>Never</b>	3	6%
<b>Total</b>	50	100%

**Note:** Survey addressed to students at “Planeta Azul” School; developed by Astudillo, A. (2019)

In this case, few students of the two classes have excellent grades in lessons and exams but also a few of them have bad grades. The rest of the students who belong to 76% mention that sometimes are evaluated based on previous homework, they have acceptable grades. Therefore, it means the evaluation is not being developed correctly.

Table N° 32: Students' academic achievement. Class "A"

Escuela de Educación Básica Cristiana								
PLANETA AZUL								
AMBATO								
							CÓDIGO AMIE:	18H00067
MATRIZ DE INFORME PARCIAL DE APRENDIZAJE								
AÑO LECTIVO:	2018-2019		GRADO		SÉPTIMO			
QUIMESTRE:	PARALELO:				"A"			
PARCIAL: TERCERO	ASIGNATURA:				INGLÉS			
ETAPA:	DOCENTE:				ALEX BRAVO			
PRIMER PARCIAL								
EVAL. FORMATIVA					E.SUM	SUMATORIA	PROMEDIO	
TRABAJO ACADÉMICO (TAREAS)	TRABAJO INDIVIDUAL EN CLASE	TRABAJO GRUPAL / TALLERES	LECCIONES	PRUEBA ESCRITA	CUANTITATIVO		CUALITATIVO	
10,00	10,00	10,00	10,00	9,90	49,9	9,98	DAR	
8,00	7,00	9,00	7,00	7,00	38	7,60	AAR	
6,00	9,00	10,00	10,00	9,90	44,9	8,98	AAR	
10,00	8,50	9,20	10,00	7,50	45,2	9,04	DAR	
10,00	4,00	6,40	8,50	8,45	37,4	7,47	AAR	
9,50	8,00	5,00	10,00	9,50	42	8,40	AAR	
6,00	9,00	7,70	7,50	6,80	37	7,40	AAR	
9,50	8,00	8,50	5,00	5,00	36	7,20	AAR	
7,00	9,00	6,70	7,00	7,00	36,7	7,34	AAR	
9,00	8,90	5,00	7,50	7,80	38,2	7,64	AAR	
7,00	6,70	8,50	10,00	5,00	37,2	7,44	AAR	
5,60	5,00	7,00	5,00	6,90	29,5	5,90	EPAR	
6,00	6,70	6,00	8,00	6,50	33,2	6,64	EPAR	
7,00	8,00	7,80	7,00	5,40	35,2	7,04	AAR	
6,00	8,00	8,00	6,00	6,00	34	6,80	EPAR	
6,00	8,90	7,90	8,00	7,80	38,6	7,72	AAR	
6,00	8,20	6,70	9,00	4,60	34,5	6,90	EPAR	
5,00	6,00	7,00	9,00	7,50	34,5	6,90	EPAR	
6,00	7,00	6,20	5,00	4,90	29,1	5,82	EPAR	
6,70	8,00	10,00	7,00	7,00	38,7	7,74	AAR	
7,00	5,00	9,00	6,00	6,00	33	6,60	EPAR	
7,80	10,00	8,00	7,50	8,00	41,3	8,26	AAR	
8,70	7,00	5,00	5,00	7,00	32,7	6,54	EPAR	
7,00	6,90	7,00	10,00	7,00	37,9	7,58	AAR	

Source: "Planeta Azul" School  
 Created by: Astudillo, A. (2019)

Table N° 33: Students' academic achievement. Class "B"

Escuela de Educación Básica Cristiana									
PLANETA AZUL									
AMBATO									
									CÓDIGO AMIE:
MATRIZ DE INFORME PARCIAL DE APRENDIZAJE									
<b>AÑO LECTIVO:</b>	<b>2016-2017</b>	<b>GRADO</b>				<b>SÉPTIMO</b>			
<b>QUIMESTRE:</b>	<b>SEGUNDO</b>	<b>PARALELO:</b>				<b>B</b>			
<b>PARCIAL:</b>	<b>TERCERO</b>	<b>ASIGNATURA:</b>				<b>INGLÉS</b>			
		<b>DOCENTE:</b>				<b>Alex Bravo</b>			
TERCER PARCIAL									
EVAL. FORMATIVA				E.SUM		SUMATORIA	PROMEDIO		
TRABAJO ACADÉMICO (TAREAS)	TRABAJO INDIVIDUAL EN CLASE	TRABAJO GRUPAL / TALLERES	LECCIONES	PRUEBA ESCRITA	CUANTITATIVO		CUALITATIVO		
8,00	8,00	8,60	9,50	7,00	41,10	8,22	AAR		
6,00	7,00	7,00	6,00	7,00	33	6,60	EPAR		
7,00	8,00	10,00	8,00	10,00	43	8,60	AAR		
5,00	8,70	8,00	6,00	7,00	34,7	6,94	EPAR		
7,00	7,00	7,00	8,00	8,50	37,50	7,50	AAR		
5,00	9,00	9,00	8,00	5,00	36	7,20	AAR		
7,00	6,00	8,00	8,80	9,00	38,8	7,76	AAR		
6,00	6,00	10,00	8,90	6,00	36,9	7,38	AAR		
5,00	7,50	7,80	7,00	7,60	34,9	6,98	EPAR		
7,00	8,00	7,00	6,00	6,50	34,5	6,90	EPAR		
6,00	6,80	5,60	10,00	6,00	34,4	6,88	EPAR		
5,00	7,00	9,00	10,00	7,00	38	7,60	AAR		
8,00	6,90	10,00	9,00	6,70	40,6	8,12	AAR		
8,50	8,00	7,80	7,00	5,60	36,9	7,38	AAR		
7,00	5,90	4,70	6,90	5,00	29,5	5,90	EPAR		
6,40	7,00	9,80	6,40	6,00	35,6	7,12	AAR		
5,00	9,00	6,80	4,70	8,70	34,2	6,84	EPAR		
5,60	10,00	5,90	9,00	8,10	38,6	7,72	AAR		
3,00	7,00	8,00	7,00	9,00	34	6,80	EPAR		
3,90	6,80	8,00	6,00	5,00	29,7	5,94	EPAR		
5,60	5,60	7,00	7,00	7,00	32,2	6,44	EPAR		
6,90	8,00	7,00	7,80	7,00	36,7	7,34	AAR		
7,00	9,00	8,00	6,90	6,00	36,9	7,38	AAR		
5,00	10,00	7,00	7,80	7,00	36,8	7,36	AAR		
6,00	5,90	7,00	8,00	8,00	34,9	6,98	EPAR		
6,30	7,00	5,00	8,10	9,00	35,4	7,08	AAR		

Source: "Planeta Azul" School  
 Created by: Astudillo, A. (2019)

#### Annexe 4. Urkund analysis

URKUND	
Documento	<a href="#">Thesis Andrea Astudillo-2019.docx</a> (D54128568)
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Presentado por	andre9230@gmail.com
Recibido	elsamchimboc.uta@analysis.orkund.com
Mensaje	Thesis Andrea Astudillo <a href="#">Mostrar el mensaje completo</a> 5% de estas 55 páginas, se componen de texto presente en 13 fuentes.