

**UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL**

**FACULTY OF ARTS AND HUMANITIES
SCHOOL OF ENGLISH LANGUAGE**

TITLE:

**HOMEWORK AS AN ACADEMIC SUPPLEMENT FOR EFL
YOUNGER LEARNERS (9-11 YEARS OLD) APPLIED IN
UNIDAD EDUCATIVA PARTICULAR UNIVERSIDAD
CATÓLICA**

AUTHOR:

MORENO PLÚA, MAYRA LUCÍA

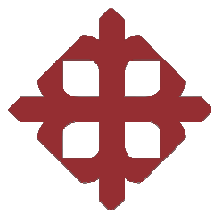
**RESEARCH PROJECT PRESENTED AS A REQUIREMENT
FOR OBTAINING A BACHELOR DEGREE IN ENGLISH
LANGUAGE WITH A MINOR IN MANAGEMENT IN BILINGUAL
EDUCATION**

TUTOR:

ALFREDO ENRIQUE JIMENEZ BILMONTE

Guayaquil, Ecuador

2016



**UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL
FACULTY OF ARTS AND HUMANITIES
SCHOOL OF ENGLISH LANGUAGE**

CERTIFICACIÓN

Certificamos que el presente trabajo de titulación fue realizado en su totalidad por **MORENO PLÚA MAYRA LUCÍA**, como requerimiento para la obtención del Título de **Licenciado en Lengua Inglesa con Mención de Gestión en Enseñanza Bilingüe**.

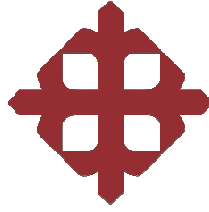
TUTOR

Alfredo Enrique Jiménez Bilmonti

DIRECTOR DE LA CARRERA

Stanley John González Ubilla

Guayaquil, a los 17 días del mes de Marzo del año 2016



**UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL
FACULTY OF ARTS AND HUMANITIES
SCHOOL OF ENGLISH LANGUAGE**

DECLARACIÓN DE RESPONSABILIDAD

Yo, **Mayra Lucía Moreno Plúa**

DECLARO QUE:

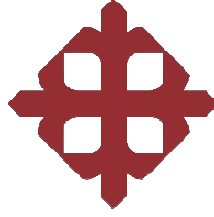
El Trabajo de Titulación **Homework as an Academic Supplement for EFL Younger Learners (9-11 years old) Applied in Unidad Educativa Particular Universidad Católica** previo a la obtención del Título de **Licenciado en Lengua Inglesa con Mención de Gestión en Enseñanza Bilingüe**, ha sido desarrollado respetando derechos intelectuales de terceros conforme las citas que constan al pie de las páginas correspondientes, cuyas fuentes se incorporan en la bibliografía. Consecuentemente este trabajo es de mi total autoría.

En virtud de esta declaración, me responsabilizo del contenido, veracidad y alcance del Trabajo de Titulación.

Guayaquil, a los 17 días del mes de Marzo del año 2016

LA AUTORA

Mayra Lucía Moreno Plúa



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL
FACULTY OF ARTS AND HUMANITIES
SCHOOL OF ENGLISH LANGUAGE

AUTORIZACIÓN

Yo, **Mayra Lucía Moreno Plúa**

Autorizo a la Universidad Católica de Santiago de Guayaquil a la **publicación** en la biblioteca de la institución del Trabajo de Titulación **Homework as an Academic Supplement for EFL Younger Learners (9-11 years old) Applied in Unidad Educativa Particular Universidad Católica**, cuyo contenido, ideas y criterios son de mi exclusiva responsabilidad y total autoría.

Guayaquil, a los 17 días del mes de Marzo del año 2016

LA AUTORA:

Mayra Lucía Moreno Plúa

ACKNOWLEDGEMENT

I am thankful to God for giving me the wisdom and the perseverance to finish this project successfully.

I would like to thank my parents Ing. Ruben Moreno Silva and Lic. Mariana Plua Robles for giving me the opportunity to study in this prestigious university, for their loving support and advice during these years of study.

I want to thank my brother Ing. Ruben Moreno Plua, to my sister-in-law Ing. Carolina Diaz Cevallos and to my aunt Mrs. Miriam Sornoza Robles for their emotional support to finish this project.

I would also like to thank to all my teachers for all their hard work, for teaching, educating and for making me a successful professional. I specially would like to offer my grateful thanks to Mgs. Natasha Del Pozo Díaz who provided me invaluable and professional assistance.

I would like to thank to my dear friends Ing. Leydis Ronquillo and Pedro Yance for their unconditional support to conclude this project.

My special thanks are extended to the authorities of Unidad Educativa Particular Universidad Católica who helped develop this research project in their institution.

Mayra Moreno Plúa

TABLE OF CONTENTS

Contenido

FACULTY OF ARTS AND HUMANITIES SCHOOL OF ENGLISH LANGUAGE	1
TUTOR	2
Guayaquil, a los 17 días del mes de Marzo del año 2016	3
Guayaquil, a los 17 días del mes de Marzo del año 2016	4
ACKNOWLEDGEMENT	5
Mayra Moreno Plúa.....	5
TABLE OF CONTENTS.....	6
INDEX TABLE	8
ABSTRACT	9
1. INTRODUCTION	1
2. STATEMENT OF THE PROBLEM.....	3
2.1. Research Questions	3
2.2. Objectives.....	3
2.2.1. General Objective	3
2.2.2. Specific Objectives.....	4
3. THEORETICAL FRAMEWORK.....	5
3.1. The Social Cognitive Theory.....	5
3.2. Definitions of homework	8
3.3. Purposes of homework.....	9
3.4. Different types of homework	10
3.5. Attitudes towards homework.....	11
3.6. Relationship between homework and academic achievement	13
3.7. Meaningful learning.....	18
3.8. The importance of task-based language teaching	20
4. METHODOLOGY	24
4.1. Data Collection Procedures	25
Table 1. Calculation of the sample.....	26
5. RESULTS	28
6. CONCLUSIONS.....	31
7. RECOMMENDATIONS	32

BIBLIOGRAPHY	33
ANNEXE 1.....	34
Unidad Educativa Particular “Universidad Católica”	34
ANNEXE 2.....	36
Unidad Educativa Particular “Universidad Católica”	36
ANNEXE 3.....	37
Unidad Educativa Particular “Universidad Católica”	37
BIBLIOGRAPHY	33
ANNEXES	34

INDEX TABLE

Calculation of the formula.....	26
---------------------------------	----

ABSTRACT

Homework is a core component of the teaching-learning process, but it is not given the significance and attention that it merits. In Unidad Educativa Particular Universidad Católica it is perceived that parents, teachers and students are not aware of the importance of doing homework. This research project determined how the importance of doing homework is related to successful learning of English as a foreign language of the fifth, sixth and seventh grade students of Unidad Educativa Particular Universidad Católica. The results were conceived using mainly the qualitative method to collect information of the students' opinions about homework, to find out the teachers' homework practices and to know about parents' attitude towards getting involved in their children's learning process.

The findings point out that the students of this institution have a rejecting attitude towards homework, and that teachers do not assign meaningful tasks to students. Additionally, it was determined that parents have a negative attitude towards homework but are willing to get involved in their children's learning achievement.

Key words: component, homework, meaningful tasks, successful learning, achievement.

1. INTRODUCTION

Homework reinforces the learning of the material presented in class, helps students to master specific skills and increases the students' general understanding of the language. In addition, homework promotes self-discipline in students, encourages attitudes to learning and problem-solving skills and fosters meaningful learning if the assignments are carefully planned by the teachers.

Homework is also important because parents are informed about what their children are learning at school, and this develops their sense of commitment to be involved in their children's education. If students prosper, because of all the hard work, the schools achieve their mission of delivering successful individuals to the society.

It is expected that when homework is completed accurately students improve their grades, and that their sense of responsibility strengthens. Additionally, students acquire important time management skills to organize the materials needed to work on their assignments, research in books, complete projects and deliver them on time. It is also important to notice that when students complete homework, a positive relationship with their teachers, administrators and parents arises.

For all of these reasons, homework is acknowledged as one of the most important steps in the teaching-learning process.

It is important to mention that homework has the following main purposes: practice, where students can demonstrate the mastery of the skills learnt in class; preparation, which ensures that students are ready for the next day lesson; participation, which increases each student's individual involvement in applying specific skills and knowledge; personal development, which builds students' responsibility to accomplish the assignments; enhancement of communication, for the students, families and teachers to be informed of the school standards.

It is a big responsibility of English as a foreign language teachers to raise awareness on students, teachers, parents and authorities about the

influential and positive effects that homework has on the students' learning process and to remark the importance of assigning meaningful homework that conducts to the attainment of students' learning goals.

This paper is composed of the analysis of information about: the social cognitive theory; definition of homework; the purposes of homework; types of homework; teachers, students, authorities' attitudes towards homework; the relationship between and academic achievement; the factors that influence on the successful achievement on students; meaningful learning and the importance of task-based language teaching.

2. STATEMENT OF THE PROBLEM

Homework has always been an issue of disagreements in the classroom since most of the EFL students do not like to engage in work send by teachers. Learners' parents complain about its complexity and teachers do not take the appropriate time to design effective and meaningful assignments that can contribute to the students learning process. This is a common situation perceived in Unidad Educativa Particular Universidad Católica where parents and students are not aware of the importance of homework. This project will determine how the importance of doing homework is related to successful learning of English as a foreign language of the fifth, sixth and seventh grade students of Unidad Educativa Particular Universidad Católica.

2.1. Research Questions

1. What are the purposes of doing homework?
2. How is homework and academic achievement related?
3. What are the attitudes of the participants involved in the learning process towards homework?

2.2. Objectives

2.2.1. General Objective

To evidence the relation of the importance of doing homework with the successful learning of English as a foreign language of the fifth, sixth and seventh grade students of Unidad Educativa Particular Universidad Católica by doing an analysis of important scientific information about the topic and by collecting information from teachers, parents and students about the significance of working on assignments that represent successful application of topics learned in class.

2.2.2. Specific Objectives

1. To identify the importance of doing homework by analyzing and presenting a summary of different findings related to the topic.
2. To determine the relevance of using scientific criteria to plan structured and meaningful assignments that lead to successful learning of English as a Foreign Language of the fifth, sixth and seventh grade students at Unidad Educativa Particular Universidad Católica.

3. THEORETICAL FRAMEWORK

3.1. The Social Cognitive Theory

The social cognitive theory provides a framework to understand how the process of learning takes place in the learners' academic environment.

It postulates that learning occurs in a social context with a dynamic and reciprocal interaction between personal, environmental and behavioral factors (Bandura, 1997). The personal factors relate to beliefs, expectations, attitudes and knowledge. The environmental factors concern to the resources, the consequences of the acts, other people, models, teachers and physical environment. The behavioral factors include elements such as individual acts, decisions, and oral statements which have influence with each other. Bandura's work has been implemented in several fields and has several applications. In the educational field for instance, the teacher's feedback (element of the students' environment) could influence on the personal factors of the learners, their goals and their sense of self-efficacy for homework. The environmental and personal factors encourage behavior, as the effort and persistence that leads to learning. So, this behavior has a relevant impact on the personal factors. Woolfolk (2010) explains that the "social cognitive theory is a dynamic system that explains the adaptation, the learning and the motivation of human beings" (p. 349). The theory describes that the way people develop their social, emotional, cognitive and behavioral capacities is the way in which individuals regulate their life and the factors that motivate them. In addition, according to this social cognitive theory, learners are likely to engage in tasks only if they feel they are going to have positive outcomes. Learners will be successful as a result of a big effort (behavior), their confidence and their interests (personal factors).

Schunk (2012) remarks that learning occurs by doing, but individuals learn more by observing. Learning is subjected to factors such as motivation, interest, incentives to perform, perceived need, physical state, social pressures, and type of competing activities. What is more, some school activities such as review sessions involve performance of previously learned

skills, but much time is spent on learning. By observing teacher and peer models, students acquire knowledge they might not show at the time of learning. For instance, students might learn in school that skimming is a useful procedure for acquiring the gist of a written passage and might learn a strategy for skimming, but may not employ that knowledge to promote learning until they are at home reading a text.

In the social cognitive theory framework self-efficacy is applied for understanding which factors influence on students' beliefs about their potential to learn and to complete homework.

Bandura (1977) proposed that people have self-efficacy beliefs that refer to personal beliefs about one's capabilities to learn or perform actions at designated level. Woolfolk (2010) describes self-efficacy as "the beliefs of people about their capacities to produce designed levels of performance which exert an influence on the events that have an effect on their lives" (p. 350). So, individuals assess their skills and their capabilities to transform those skills into actions. One such example is when students work on tasks and they can notice their progress toward their learning purposes (completing assignment or finishing a term paper). These progress indicators show that students are capable of performing well, and this enhances their self-efficacy for continuous learning.

Albert Bandura (1994) states that people's beliefs about their efficacy can be developed by four main sources: mastery experiences, vicarious experiences, social persuasion and the somatic and emotional states. The people's own mastery experiences, which is the most powerful source of self-efficacy, is based on experiences that are direct and personal. It means the success or failure that an individual has gone through his life in similar situations is how the individual is going to build his self-efficacy. For instance, a teacher that invites his students to evaluate their own work should have students identify those things they did well on assigned tasks. By doing this, the teacher help the students to strength their self-efficacy. The vicarious experiences provided by social models is what will strengthen an individual's self-efficacy by observing other people similar to himself having success on

performing a task, as when a student observes another student successfully completing an assignment or when he perceives his classmate reaching a similar goal. This is how the observer trusts on his own capabilities to succeed. Social persuasion is the third self-efficacy source in which the individual is persuaded or receive a realistic encouragement by others through verbal judgments or feedback on his performance with the goals of exerting effort to become successful, promoting development of skills and increasing his self-efficacy. For example, if a student receives negative appraisals from his teacher his self-efficacy will be affected. On the other hand, if the student receives positive appraisals from the teacher, his self-efficacy will increase. The somatic and emotional states refer to the fact that a person will assess how confident he feels by interpreting his own emotional and mood as he contemplates an action. (Woolfolk, 2010)

It is crucial to remark that sometimes, the students' judgment about their own success is based on the progress they keep doing during the learning process or their judgment is based on the comparisons they make with their classmates. Woolfolk affirms that once students have developed a high sense of self-efficacy, an occasional failure can barely affect their optimism. In fact, when people that are used to be successful find any obstacle on their path to success, they learn that the effort and the persistence are the vital elements to reach success. On the other hand, when students face repeated obstacles on a specific task they tend to show less trust on their capacity to reach success on it.

The Social cognitive theory is also employed to comprehend teachers' motivations for assigning homework and the decision processes they engage in while designing it.

Woolfolk claims that teachers' self-efficacy is a factor that contributes to students' success. The theory of self-efficacy predicts that teachers with a high sense of efficacy will work with a high performance and persist more time, even when students have difficulties to learn, because these teachers believe in themselves and students. In addition, researchers have found that the efficacy increases from the real success with students not only because

of the teachers' moral support or teachers' and colleagues' motivation but it increases also by the experiences or training that help the teachers to be successful on their teaching career. Pajares (2002) affirms that school climate, school administration, and interactions with colleagues and students play an important role in shaping teachers' beliefs about their teaching efficacy, due to the fact that these components have a strong impact on creating a suitable work environment.

It is very important to notice that the factors that determine individuals' self-efficacy and their interest in engaging in tasks that lead to success have a tremendous incidence in all scientific fields. In the educational field for example, teachers are interested in transmitting knowledge, and in terms of learning a foreign language their interest resides on the necessity of having individuals who can successfully communicate in all contexts. For that, teachers include contents in their annual plans that have specific objectives and require specific techniques that will develop the communicate competence of the learners.

3.2. Definitions of homework

One of the important factors that have a direct impact on the learning process is the need of having the students doing autonomous learning and this includes doing homework.

There are several definitions of homework, and although they are all related and important, authors give their approaches to highlight diverse aspects that describe the importance of working on designated tasks.

According to Cooper (2006) homework is defined as "any task assigned to students by school teachers that are meant to be carried out during non-school hours"(p. 1). Some of the tasks can take a few minutes; meanwhile other tasks can take an hour or more time to be accomplished. Additionally Cooper adds that homework does not include in-school tutoring or nonacademic extracurricular activities (i.e., clubs, sports).

A different definition of homework is given by Hong & Milgram(2000) who claim that “homework is a kind of out-of-school learning that has not yet received the serious attention that it merits in the research literature”.(p. 4)

Sanchez (1995) adds that “homework is the constituent part of all well-organized scholar plan. Moreover, it comes to constitute a valuable mean in which the knowledge is consolidated through practice and reinforcement of the topics at home”.

Ur (2012) explains that homework is not only a way to contribute additional opportunities for language learning outside the class, but also an investment in the near future. Additionally, it fosters students’ potential to work on their own and progress as self-sufficient learners.

Finally, Carbone (as it is cited in Good & Brophy, 2003) indicates that many people view homework as an important extension of in-school opportunities to learn.

3.3. Purposes of homework

The purposes of homework are intended to reveal the importance of doing homework for the successful learning of English as foreign language.

Homework has several purposes in the learning process. Marzano and Pickering (2007) mention that homework is an influential instructional tool used by teachers. Besides, they claim that the most relevant purpose of homework is to increase learners’ achievements by enabling learning to take place for a longer period every day and not just during school hours.

According to Cooper (2012) the purposes of homework can be divided into instructional and non-instructional. Four instructional goals are recognized for homework. The practice assignments are intended to reinforce the learning of content presented in class and to help the student to master specific skills. Preparation assignments introduce material to be presented in coming lessons. Their goal is to help students obtain the maximum benefit when the new material is covered in class by providing background information. The third instructional goal is extension. Extension homework includes the transfer of previously learned skills to new situations. Finally, homework can

serve the purpose of skill integration. Integrative homework requires the students to apply separately learned skills and concepts to produce a single product. For example book reports, science projects or creating writings.

The non-instructional purposes of homework reinforce and enhance classroom instruction. For instance, homework can be used to facilitate communication between students, families and teachers. In addition, teachers can generate assignments that encourage parent-teacher communication, parent-child relations, and peer interactions. The parent-teacher communication is given when the parents want to know about the children's progress in class. The parent-child communication can be originated through the allocation of interactive assignments. For example, a student that needs to do further research about a class topic may require the help of a parent or other family member to accomplish the task. The peer interaction is given by assigning homework that requires the student to work with a classmate or to work in groups to exchange ideas and share opinions. Finally, homework can serve the public relations objective in which parents and the public are informed about the school academic standards.

3.4. Different types of homework

As homework purposes have been mentioned, it is important to identify the different types of homework that teachers assign to students in class to achieve the diverse academic goals. According to Woolfolk (2010) the types of homework can be divided into complex assignments and authentic homework. The term complex refers to the design of the task not to its level of difficulty. Furthermore, complex assignments require students to apply a deep and elaborated reasoning on the activities. One such example can be to write and elaborate informs about a certain topic. As well as, authentic homework is considered an assignment in which the knowledge acquired in class can be applied in a real life situation. For example, students can learn how to elaborate a curriculum vitae, which is useful for students when they want to apply for a job in the future.

In addition, Ur (2012) explains more types of homework tasks. The routine review task is assigned to have students repeating language items which can be lexical or grammatical. It is used to get students re-read texts, to learn a list of lexical items to complete grammar exercises. The previews and preparation is used to have students prepared for upcoming lessons. For instance, to ask students to find out all they can from the internet about the topic the teacher is going to work in class the next day. The creative assignments provide students with the opportunity to be ingenious. For example to suggest alternative answers to questions given in the book. Another type of homework task is to ask students to prepare a presentation to give in class about any topic that the teacher assigns. The presentations can be short or long and can be used by the teacher to evaluate oral fluency. Finally, the project works that are carefully prepared at home. These projects could be research on historical events, famous people, information about a topic, hobby or profession; they can be assigned to be done in pairs or in small groups. Such assignments usually end up in presentations given in class.

3.5. Attitudes towards homework

Students, teachers, authorities and parents have different attitudes towards homework, and these perspectives have contributed in forming and shaping homework culture.

Attitudes towards homework is negative when students have several assignments to do after school. They complain about not having time to do other activities like spending time with their families, practicing a sport or enjoying a hobby. According to North & Pillay (2002) students think that engaging in workbook tasks, finishing incomplete classwork, memorizing lists of vocabulary and writing compositions are boring and pointless. As a result, the negative effects of homework are reflected in the loss of interest and the perception of homework as punishment for a class.

Marzano & Pickering (2007) suggest that to encourage students to have a positive view towards homework, the teacher should: assign purposeful

homework; design tasks to maximize understanding of class contents; send the appropriate amount of homework; let students know about the benefits of doing homework; involve parents in the learning process by monitoring and assisting their children when needed.

An accurate teachers' attitude towards homework would include acknowledging their students' negative attitude towards working on assignments and their poor performance in tests, and insisting on the cognitive advantages of reinforcing material attained in class, at home.

According to Cooper (1989) when assigning homework, the teacher should consider many aspects that will contribute to the continuous progress of the students' academic achievement.

First of all, teachers should think about the objective of homework and consider if the activities assigned to be developed at home are useful for reinforcing topics the students are learning in class. Another important thing to consider are the benefits the learners will get from spending time on working on extra activities design to enhance knowledge, and what the possible outcomes are. Likewise, the teacher should anticipate to the difficulties the students can have during the process of completion of the assignment in order to be prepared to answer any question that could arise. In addition, it is paramount to design assignments in accordance to pupil's level of proficiency, age and interests so that homework becomes challenging and engaging. Finally, the teachers should consider the materials or resources they are going to need to fulfill the task. Therefore, students can be prepared to successfully work on tasks.

It is a well-known fact that parents are a very important factor to consider for the success of their children's learning process. Hoover-Dempsey & Sandler (1995) affirm that parents' attitude toward homework includes choosing to become involved in homework because they perceived that their involvement is invited expected and valued by school personnel. Bempechat (2004) remarks that parents' perspective of homework has a direct impact on their children's thinking about homework .Epstein and Van Voorhis (2001) state that parents who are not supportive of teachers' homework policies

communicate their dissatisfaction to their children, who are then likely to share their parents' negative attitudes.

In reference to authority's attitudes toward homework, it is necessary to say that they think that parents should be present in school meetings and share time with their children in school events. Authorities' opinion about the students' academic performance is important. They have several responsibilities within a school like dealing with parents, mediating in students and teachers' issues and negotiating solutions, and having a harmonious environment with the staff and the school community to create a climate hospitable to education. Cohn (2007) mentions that principals should shape a vision of academic success for all students and monitor their staff that should plan, implement, and maintain homework support systems.

3.6. Relationship between homework and academic achievement

It is fundamental to consider the relationship between homework and academic achievement; likewise, it is significant to recognize several factors that might influence on the successful achievement of homework.

In one of the studies done by Cooper (2012) to find out the relationship between homework and academic achievement, it is reported that the link between the time students spend on homework and achievement has advantages. This study explains that time spent on doing homework should differ based on the student's grade level. It reveals that high school students show a positive relation between homework time and achievement when they work more than two hours each night. On the other hand, for junior high students the positive association with achievement needs only of less than an hour of time each night spent on homework.

On the contrary, according to Cooper (2008), homework has smaller effects at lower grade levels. Homework may be unrelated to elementary students' academic achievement because younger children tend to have less effective study habits, have shorter attention spans, and be more easily distracted than older students.

Based on research findings Cooper (2001) suggests the 10 minute rule for determining how much homework to assign. The 10 minute rule is a general guideline that suggests 10 minutes of homework per grade level per night. For example, third graders should spend 30 minutes on doing homework per day and twelfth graders should spend 120 minutes on doing homework per day.

Another study done by Cooper (2012) on the association between achievement and the amount of homework done, proves that students who do homework always have higher achievement scores than students who do not do homework.

Additionally, Cooper (2012) found out other reasons that might influence on the successful achievement of homework: students' factors, family factors and school factors.

Among the students' factors that influence successful achievement of homework are motivation, ethnicity and sex. According to Woolfolk (2010) "motivation for learning comes from the needs, goals, interests, emotions and beliefs of the individual" (p. 407). The author describes two types of motivation: intrinsic and extrinsic. The former is the motivation that is associated with activities that students do, like studying for an English test, because they want to learn and not just to obtain a good grade in a quiz. The latter is the motivation that is created by external factors such as punishments if performance is not effective or rewards like getting extra points if performance is successful. This kind of motivation is purely within the behaviorist perspective which implies understanding the students' motivation through a specific analysis of rewards and incentives that exist in the classroom.

It is important to mention that several studies have investigated the relationship between ethnicity and homework. Linver et al., (2005) concluded that ethnicity and income level are interrelated. For example, both minority and low-income children are more likely to attend schools that don't assign as much homework.

Regarding sex, most studies have reported that girls do more homework than boys. Sharp (2001) did an examination of over 2,000 students' time diaries and found that boys and girls tended to report spending the same amount of time doing homework; nevertheless, at high school level, girls were more likely than boys to complete homework assignments.

Another factor that has an influence on the successful achievement of homework is parent's involvement and their socio-economic status.

Bempechat (2004) agrees that parents should be reasonably, but not extremely, involved in their children's homework. For instance, parents should monitor homework and offer guidance when their children have questions about their assignments. Besides, parents should provide a quiet, well-lit place for their children to study. They should ensure that the required materials (books, paper, and pencils) are available and help with time and workload management.

According to Cunha & Rosario (2015) parents' involvement in homework has positive results on students' academic achievement since parents' collaboration promotes children's autonomy. What is more, parents contribute to the learning process by establishing rules and standards to be followed when completing homework. Finally, parents provide motivation and emotional support when the assignments are difficult.

In addition, Marzano & Pickering (2007) announce that parents' involvement in homework has consistently been shown to have a positive effect on students' homework completion rates and parents' attitudes toward their children's schools.

Additionally, it is suggested that students from low-income homes may not benefit as much from homework as those from higher income homes. Hancock (2001) reports that children from higher income families have more resources, such as computers with Internet access, to successfully complete their tasks; they also have better educated parents who can contribute with ideas and help them if they have questions. On the contrary, children from lower income homes are more likely to have after-school jobs or other family responsibilities and lack of an adequate environment for doing homework;

this situation reduces their possibilities of success. In addition, Silvis (2001) added that parents who are not fluent in English or whose educational backgrounds are limited may not be able to provide their children with much homework assistance.

Finally, the school factors that may influence in students' academic achievement are the students' competence in English, students' learning problems, the class size, the teacher's role in the class and the subject matter.

A great number of learners in the world who study English for different reasons face several difficulties such as interference of the new language. Consequently, they will have problems on learning and mastering the four learning skills.

According to Diaz (2014) many factors such as motivation, anxiety, learning styles and study strategies are fundamental keys in the learning development. Furthermore, Diaz added that EFL classroom teachers are requested to not only provide linguistic tools (grammar rules, vocabulary, phonics), but also the communicative tools needed to improve accuracy in students' speaking abilities such as the pragmatic and the sociolinguistic skills. Teachers must search for ways to perform tasks in a second language similar to those they would use in their mother tongue. That is, strategies from the former language can certainly support aspects of these strategies in the second language.

Learning disabilities which have to do with the way the brain gets, uses, stores, and sends out information, is one of the factors that affect students' academic achievement.

Children with learning disabilities may have trouble with one or more of the following skills: reading, writing, listening, speaking, reasoning, and math. According to Woolfolk (2010) these are the most common learning disabilities: dyslexia, dysgraphia, auditory memory and processing disabilities, attention deficit/hyperactivity disorder (ADHD).

According to Walberg and Paik (2000) another problem that can influence students' achievement in class is sharing a classroom with a large number of

classmates. This factor is going to affect pupils' behavior because most of the students are not interested in paying attention to the teacher in class and may distract the ones that really want to learn. As a consequence, it is going to be difficult for the teacher to have a complete control of the group and try to avoid behavior problems.

The teacher's role in class is a fundamental indicator in the students' learning process. Teachers should demonstrate their academic competence to transmit students' positive attitude. Epstein & Van Voorhis (2001) state it is necessary that teachers take time to assign assignments according to students' level of proficiency, interests and language learning.

Cooper (2006) affirms that teachers should collect homework, check it for completeness, and give intermittent instructional feedback. According to Walberg & Paik (2000) "feedback is the key to maximizing the positive impact of homework" (p. 9), since teachers can take feedback as an opportunity for students' improvement and success. Teachers who combine strong subject knowledge with effective feedback can offer students rich, focused information about their learning and how to improve it. Students who are clear about their learning can monitor their progress and seek feedback to improve their learning.

Many studies evidence a positive relationship between homework feedback and students' outcomes. A study done by Foyle & Bailey (1985) showed that commented upon homework or graded homework increased the positive effect of homework on academic achievement of elementary and secondary school.

According to Cooper (2012) teachers can provide students with feedback using four different techniques. First, teachers can provide students with instruction on how the assignment could have been completed more accurately. This can be accomplished by reviewing the assigned work with the class as a whole, or the teacher can provide individual students with written comments describing their accuracy or errors. Second, teachers can give out letters or numerical grades. Third, teachers can provide phrase or

criticism in a verbal or written way to reward the correct answers and point out the incorrect ones. Finally, teachers can provide nonverbal incentives.

The subject matter is another factor that has an influence on the successful achievement of homework. Cooper indicates that the difficulty or level of homework assignments can vary. Furthermore, assignments can be constructed to present easy and hard material. Some assignments may contain material that the teacher hopes the student will find easy to master while other assignments can be more challenging.

3.7. Meaningful learning

One of the main academic objectives of all the teachers should be to facilitate the learners' knowledge acquisition in the learning process by assigning homework that leads to meaningful learning.

Brown (2015) implies that meaningful learning happens when new information is included into existing structures and memory systems, which results in associative connections to create stronger retention.

Ausubel & Robinson (1969) affirms that learning would be more permanent when an individual makes sense of new perceptions of acquired knowledge that is accumulated in the long-term memory. According to Ausubel (1963) "teaching and learning strategies that promote meaningful learning are key to the effective transfer of knowledge from the classroom to real-world situations" (p. 22). Novak & Gowin (1984) claim that learning by discovery makes learning meaningful. If the knowledge is not meaningful and has no any relation with the relevant material, knowledge cannot be learned in a meaningful way. This situation leads to rote learning which consists on the memorization of information based on repetition, so the knowledge acquired is not collected in the learners' long-term memory which is not beneficial for the students' learning process. As a matter of fact, rote learning might be useful to teach selected phonological elements such as phonemes, rhythms, stress and intonation since these can be taught effectively through pattern repetition.

To produce meaningful learning the understanding and application of pedagogy is required. James & Pollard (2012) describe the five stages that a teacher should follow to develop meaningful learning in the classroom with corresponding pedagogical practices.

First, before educators teach a topic to students, they should be immerse in the topic until they reach a complete mastery of it. When learning about any subject, the attainment of concepts and principles have more value than learning facts or receiving information. For instance, the teacher should lecture on a knowledge category such as skills concepts and principles.

After the teacher lectures on a specific topic he/she should test for comprehension, check for misunderstanding, share information, and provide sources of information or knowledge.

Third, for knowledge to become meaningful, learners must be able to manipulate information which helps to internalize knowledge by creating structures. Manipulating information, concepts, principles or objects, helps the learner to acquire understanding. The teacher should provide appropriate experiential learning activity such as the interpretation, enhancement and illustration of the information.

Fourth, students should retain information in their long-term memory. It means that if students cannot retain the information, it has not been internalized. Meaningful learning must be practiced in order to be retained to achieve the mastery of the content. The teacher should provide practice by the memorization, association and application of the materials.

Finally, knowledge becomes meaningful when a learner can make effective use of it in real life situations outside the classroom. To achieve this, teachers can work with the learners in communicative activities, to later assign projects where the students can use what they practiced and learned in class to comply with the objectives of projects outside of the classroom.

Brown (2015) provides some classroom implications of meaningful learning. First, to take advantage of the influence of meaningful learning by appealing to students' interests, academic goals and age. Second, when a topic is introduced the teacher should support it in students' existing knowledge and

background. As a result it becomes associated with knowledge already known. Finally, the educator should try to avoid the drawbacks of rote learning: too much grammar explanation, too many abstract principles and theories; too much drilling or memorization, activities whose purposes are not clear; activities that do not contribute to accomplishing the goals of the lesson, unit or course and techniques that are mechanical in which students focus on the mechanics instead of on the language or meanings.

3.8. The importance of task-based language teaching

In second language education several approaches are used by educators to teach in the classroom. One of the most important ones is task-based language teaching because of the emphasis on the use of authentic language to work on meaningful tasks that make the students fluent and able to function effectively when speaking in English. By working on meaningful tasks the students feel motivated because they can see the immediate use of what they learn in class.

Furthermore, the reason why this approach is described in this paper is because of the importance of sending students homework that has the intention of developing their communicative competence.

When the students do homework, and this implies that they work on tasks, their interest is going to increase and the possibilities of success will increase too.

Nunan (2004) describes tasks as “any classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form” (p. 10).

Skenhan (1998) defines task as “a special form of techniques or as a task comprised in techniques” (p. 95). For example a problem-solving task that includes, grammatical explanation, teacher initiated questions and a specific turn-taking procedure.

Additionally, Skenhan points out the five key characteristics of a task:

- Meaning is primary

- Learners are not given others people's meaning to regurgitate.
- There is some sort of relationship to comparable real-world activities.
- Task completion has some priority.
- Assessment of the task is in terms of outcome. (p. 95)

One of the challenges of task-based learning and instruction is that engaging students in real-world activities is necessary to promote learning acquisition. This is what teachers should consider when teaching and even more importantly when they prepare activities for the students to do at home, especially because homework is about practicing, reinforcing and recycling what is learned in class with real-world tasks that have meaningful purposes. Nunan (2004) states that real-world tasks are designed to emphasize those skills that learners need to have so they can function in the real-world. Such tasks simulate authentic task behavior, and their primary focus is often on the achievement of an end product. For such reasons, these kinds of tasks normally make up the final goal of a lesson or a unit.

Homework should be considered as one of the final goals of a lesson or a unit that is why homework should be about communicative tasks that students can do and find a specific application for it in real contexts.

The following items listed below are examples of the variety of resources that can be used to create communicative tasks:

- articles from newspapers, magazines and journals.
- reports to different kinds of groups
- radio and television scripts and documentaries
- puppet plays
- short stories, poems and plays
- press releases
- bulletins and newsletters
- editorials
- progress reports and plans for future development
- publicity brochures and posters
- instructions and handbooks
- recipes
- minutes of meetings
- scripts of group negotiations
- replies to letters and other forms of correspondence
- slide/tape presentations
- caption books to accompany a visual record of an experience

- comic books for entertainment and information sharing. (Nunan, 2004, p. 48).

When communicative tasks are bridged to real -world language they are called pedagogical tasks. Long (1998) comments that these type of tasks take into account teachers' pedagogical goals, learner's skill level, and the social contexts of the second-language learning environment. Besides, they help the learners in their understanding of how language works and also in the development of learning skills and strategies in general.

The following are examples of pedagogical tasks:

- obtain, complete and process application forms, such as driver's license, social security, college entrance
- express feelings through drama, poetry or song
- make an appointment
- defend an argue or position
- use prepared notes in an interview or meeting
- ask peers for their opinions, preferences and desires
- correspond with pen pals, English -speaking acquaintances, friends
- write personal essays
- make plans for social engagement
- shop in a supermarket
- engage listener's attention verbally or non-verbally
- volunteer information and respond to questions about self and family
- elicit information and ask clarification questions
- clarify and restate information as needed
- describe feelings and emotions after watching a movie
- indicate interests, opinions or preferences related to class projects
- give and ask for permission
- offer and respond to greetings, compliments ,invitations ,introductions and farewells
- negotiate solutions to problems, interpersonal misunderstandings and disputes
- read and write invitations and thank you letters
- use the telephone. (Nunan, 2004, p. 47)

If teachers ask their students to complete meaningful tasks that have an immediate application of contents in real-life situations, successful attainment of learning goals will occur. The process of creating meaningful tasks has several important steps as stated by Nunan (2004).First, it is essential to set

out the goals and objectives in the curriculum guidelines that support the educators' teaching program. The goals are the general intentions behind any learning task which should be translated into communicative tasks to achieve a meaningful learning.

The next step is selecting or creating an input for learners to work with. Input refers to the spoken, written and visual data with which the learners work in the process of completing a task. This data can be provided by the teacher, a textbook, another resource or can be even generated by the students themselves.

Then, what the students do with the input constitutes the point of departure for the learning task. Additionally, when designing activities it is fundamental that the educator decide what he wants students to rehearse in class. These are the tasks that are going to be useful for students to apply in the real - world. This process is supported by the teacher and learner's role and the settings. According to Nunan (2004) the learner's role in the classroom is about interacting and negotiating; it is about an individual who is part of a community; it is concerned with someone who has to develop independent learner's skills and has to take responsibility for his/her own learning.

Breen & Candling (1980) mentions that the teacher has three main roles in the communicative classroom. The first one is to act as a facilitator of the communicate process. The second is to act as a participant and the third is to act as an observer or learner.

The last factor that supports the learning process is the settings. The most important settings involve sitting arrangements, grouping classroom management and physical environment of the classroom.

To conclude, it is necessary to encourage teachers to focus on working with task-based teaching. They will see positive outcomes in the use of this approach since task based learning integrates all four skills of language and moves from fluency to accuracy. The approach offers flexibility with its different types of activities that can be made in class and at home, and they result in a more motivating type of exercises for the learners.

4. METHODOLOGY

This paper was developed using the qualitative and the quantitative method. The existing problem is how the importance of doing homework is related to successful learning of English as a foreign language of the fifth, sixth and seventh grade students of Unidad Educativa Particular Universidad Católica. According to Marshall (1996) the quantitative research method is characterized by the collection of information which can be analyzed numerically, the results of which are typically presented using statistics, tables and graphs. Besides, he describes that the aim of the quantitative research method is to test pre-determined hypotheses and produce generalizable results. What is more, using statistical methods, the results of quantitative analysis can confirm or refute hypotheses about the topic of a specific population. Finally, conclusions were made from the analysis of quantitative data.

In addition, there are two main phases in a quantitative method. Phase I is related to assessments. The majority of quantitative data collected is secondary data. Meanwhile, phase II is composed of questionnaires that complement the continued collection of secondary data through the collection of quantitative information using close ended questions, typically in questionnaire format.

Marshall mentions that the main strengths of the quantitative method are that it provides:

- Numeric estimates.
- Opportunity for relatively uncomplicated data analysis.
- Data which are verifiable.
- Data which are comparable between different communities within different locations.
- Data which do not require analytical judgment beyond consideration of how information will be presented in the dissemination process.

The qualitative method was also used to work on this paper. Monje (2011) mentions that qualitative research is exploratory since it explores information

from the perspective of groups and individuals. It also generates case studies and summaries rather than lists of numeric data. Moreover, Cohen (2007) claims that qualitative data are often about textual observations that portray attitudes, perceptions or intentions. The conclusions made from collected qualitative data take the form of informed statements about the meaning and experience of certain groups of the target population.

Monje states that the qualitative research has four main phases:

1. Preparation for the research
2. The literature review
3. The data collection
4. The analysis of the results and the written report.

4.1. Data Collection Procedures

For the data collection stage a multiple choice survey was done in Unidad Educativa Particular Universidad Católica with 70 students from fifth, sixth and seventh grade. This survey was applied to these groups of students to know about their opinion about homework.

Furthermore, a multiple choice survey was applied to the five English teachers of Unidad Educativa Particular Universidad Católica, to collect information about their homework practices.

In addition to the survey applied to teachers, a multiple choice survey was conducted to sixty parents of the students of this institution to know about their involvement in their children's learning process. A sampling frequency formula was employed to calculate the number of parents to be interviewed.

$$n = \frac{Z^2 pq N}{(N-1) e^2 + Z^2 pq}$$

Source: (Rodriguez, 2005)

The variables of this formula are:

- N = is the population size. In this case is 70.
- C/L= is the confidence level. It refers to the percentage of all possible samples that can be expected to include the true population parameter. In this case is 95%.
- p and q = are the population proportions is the proportion in favor while q is the subtraction between 1-p, this is the reason why p and q have the same value that is 0.50 because one person has two probabilities being surveyed or not.
- z= is the value that specifies the level of confidence that is required in the confidence interval when the data is analyzed. Typical levels of confidence for surveys are 95%, in which case z is set to 1.96.
- e= sets the accuracy of the sample proportions. It is 5%, then E is set to 0.05.
- n= is the required sample size. In this case the sample size are 60 people.

Table 1. Calculation of the sample

C/L=	95%	n =	$\frac{Z^2 (p)(q)(N)}{(N-1) e^2 + Z^2 (p)(q)}$
z=	1,96	n =	$\frac{(1.96)^2 (0.50) (0.50) (70)}{(70- 1) (0.05)^2 + (1.96)^2(0.50)(0.50)}$
p=	0.50	n =	$\frac{67,2}{1,123125}$
q=	0.50	n =	60
N=	70		
e=	0.05		
n=	?		

Source: Moreno, 2016

During the preparation stage three concise questions were established: What are the purposes of doing homework? How is homework and academic achievement related? What are the attitudes of the participants involved in the learning process towards homework? These questions led to determine the focus of this paper.

The following step was to do an analysis of research literature, to present a summary of the different findings and to determine the answers to the previous questions.

The final stage of this process was to analyze the results obtained from the data collection instrument and to write conclusions and recommendations.

5. RESULTS

The information obtained from the students' survey presented the following results:

20% of students reported that it is important to do homework, while 80% said that it is not. Then, 30% of students announced that homework helps to develop good study habits, whilst 70% said it does not. Next, 40% thought that homework is associated with their learning achievement, meanwhile 60% disagreed. Moreover, 90% considers homework is difficult and 10% consider homework has a moderate level of difficulty. People who monitor students' homework at home are parents (80%), siblings (13%) and tutors (7%). 20% of students said that the teacher repeats a class if the results are not good, but the rest of the students said that the teacher does not do that or he/she does it sometimes. Finally, 80% of the students announced that they prefer to spend 30 minutes doing homework, while 20% reported that they prefer to do their homework in 45 minutes.

The employed survey reveals that most of the students are monitored by their parents when doing homework. In addition, most of the students think that English homework is difficult since they mentioned that doing homework is not important because the assignments are too long and most of the times they do not understand the instructions. Additionally, students reported that homework is not completely related to their learning achievement and it does not help them to develop good study habits as they consider homework as a stressful and boring activity. Furthermore, pupils mentioned that the teacher does not usually repeat a class if the topic was not clear. As a consequence they do not have a suitable consolidation of knowledge. Most of the students prefer to spend little time on homework as many of them mentioned that they prefer to spend 30 minutes rather than 45 minutes which evidences that they do not like doing homework. This reflects that students have developed a negative and an indifferent attitude towards homework due to the lack of motivation.

The information obtained from the teachers' survey presented the following results:

Most of the teachers of this institution consider reinforcement of the activities practiced in class as the main benefit of doing homework. This clearly demonstrates that teachers consider homework as a helpful tool to improve students' academic performance in the classroom; nevertheless, not all of the teachers assign homework according to the students' interest because they only send homework that is related to the textbooks, using workbooks and worksheets that are part of the students' book.

The types of homework that they assign to their students are the fill in exercises and answer questions, which is evidence that teachers are not focusing on the importance of taking the knowledge acquired in class to be applied in real life situations which to contribute to the students' learning process. Furthermore, they do not consider fundamental the evidence based on homework evaluation results for a rethinking of content revision because they are more focused on covering the syllabus contents. Teachers do think homework develops study habits, skills and self-discipline on students as it is part of their daily routine.

Teachers agree that students acquire better critical thinking, concept formation and information processing skills when doing homework since homework involves practice and reinforcement of the topics learnt, but educators' appreciation is that this is favorable as long as students do the assignments and do not wait for their parents to do it for them. Finally, teachers consider parental involvement and communication absolutely fundamental to improve students' academic performance. They mentioned that parental involvement results beneficial when parents pay special attention to all the academic activities that are involved in the learning process of their children.

From the survey applied to parents the following information emerges:

Parents totally agree about the relationship that exists between homework and students' learning achievement since they remark that the main benefit of homework is the reinforcement of the activities practiced in class. As most

of the parents monitor students' homework they consider that English homework is difficult because teachers do not provide students with clear instructions or the assignments are too long and complex. The survey also shows that parents consider teachers do not send homework in accordance to students' age and development.

In contrast to students, parents think that one hour is the appropriate amount of time to work on homework because doing homework helps the students internalize contents learned in class. In addition, parents do not consider homework helps their children to develop their study habits since students complain about the homework they have to fulfill every day.

6. CONCLUSIONS

From the analysis of the results, the subsequent conclusions were made:

1. Nearly all of the students from the fifth, sixth and seventh grade students at Unidad Educativa Particular Universidad Católica consider English homework is difficult.
2. Students think that doing homework is not important because the assignments are too long.
3. Pupils do not have a suitable consolidation of knowledge because the teacher does not use the evidence based on homework evaluation results for a rethinking of content revision.
4. Most of the teachers of this institution consider reinforcement of the activities practiced in class as the main benefit of doing homework.
5. The types of homework that teachers assign to their students are related to textbooks, using workbooks and worksheets that are part of the students 'book.
6. Teachers consider parental involvement results beneficial for the success of their children's academic learning process.
7. Parents consider English homework is difficult.
8. They consider homework is not related to their children's interest or their learning styles.
9. Homework is not related to academic success according to the point of view of the parents because children complain about the complexity of assignments.

7. RECOMMENDATIONS

1. It is recommendable that teachers assign significant homework in accordance to students' interests, age and level of proficiency to motivate their students.
2. It is advisable that teachers make a rethinking of content revision when the evaluation results of homework are not favorable.
3. It is appropriate that teachers promote meaningful learning through the creation of tasks focused on the application of knowledge acquired in class to real life situations.

BIBLIOGRAPHY

- Ausubel, D. (1963). *The psychology of meaningful verbal learning: An introduction to school learning*. New York: Grune & Stratton.
- Bandura, A. (1994). *Self-efficacy*. New York: Academic Press.
- Cooper. (2006). *ProQuest Research Library*. Obtenido de <http://classtap.pbworks.com/f/Does+Homework+Improve+Achievement.pdf>
- Cooper, H. (2012). *The Battle Over homework*. California: Corwin Press.
- Honore, C. (2008). *Bajo presión: como educar a nuestros hijos en un mundo hiperexigente*. Buenos Aires: Editorial del nuevo extremo S.A.
- Hymes, D. (1974). *Foundation of sociolinguistics: An ethnographic Approach*. Philadelphia: University of Pennsylvania Press.
- James, M., & Pollard, A. (2012). *Principles for Effective Pedagogy*. New York: Routledge.
- Long, M. F. (1998). *Focus on form: Theory, research and practice*. Cambridge: Cambridge University Press.
- Marshall, M. (1996). *Oxford University Press*. Obtenido de <http://fampra.oxfordjournals.org/content/13/6/522.full.pdf>
- Monje, C. (2011). *Metodología de la Investigación Cuantitativa y Cualitativa*. Universidad SurColombiana.
- Novak, J., & Gowin, D. (1984). *Learning how to learn*. Liverpool: University of Cambridge.
- Nunan, D. (2004). *Task-Based Language Learning*. Edinburg, United Kingdom: Cambridge University Press.
- Pattison, P. (1987). *Developing communications skills*. Cambridge: Cambridge University Press.
- Sanchez. (1995). *Didáctica General de dirección del Aprendizaje*. Quito: Editorial Universitaria.
- Schunk, D. (2012). *Learning Theories: An educational perspective*. Greensboro: Pearson.
- Skenhan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Ur, P. (2012). *A Course in English Language Teaching*. United Kingdom: Cambridge University Press.
- Woolfolk, A. (2010). *Psicología Educativa*. Mexico: Prentice Hall.

ANNEXE 1



Unidad Educativa Particular “Universidad Católica”

SURVEY TO TEACHERS

Thank you for participating in this survey to support the investigation of the paper related to “Homework as an academic supplement for EFL younger learners 9 to 11 years-old of this school”. Answer the following questions honestly, checking the single response that most represents your tendency.

1. What do you consider is the main benefit of doing homework?
 - a) Reinforcement of the activities practiced in class _____
 - b) Retention of contents _____
 - c) Consolidation of knowledge _____
 - d) Growth of understanding _____

2. Do you think homework is associated to students’ learning achievement?
Yes _____ No _____

3. How do you motivate your students to do homework?
 - a) Appealing to their interests _____
 - b) Asking them to use technology _____
 - c) Making it short and concise _____

4. Do you consider your students’ learning styles to include activities in your lessons and to plan on homework activities for your students?
Yes _____ Sometimes _____ No _____

5. Does the homework you send to your students consist of using workbooks and worksheets that are part of the students’ book?
Always _____ Sometimes _____ Never _____

6. What type of homework do you send to your students?
 - a. Answer questions _____
 - b. Work on presentations and projects _____
 - c. Assign real life situations tasks _____
 - d. Fill in exercises _____
 - e. Multiple choice exercises _____

7. Do you use the evidence based on homework evaluation results for a rethinking of content revision?
Yes ____ Sometimes ____ No ____
8. Do you see your students develop better study habits and skills doing homework?
Yes ____ No ____
9. Do you think your students acquire better critical thinking, concept formation and information processing skills when doing homework?
Yes ____ No ____
10. Do you expect your students to develop better organization skills and greater self-discipline when doing homework?
Yes ____ No ____
11. Do you consider parental involvement and communication fundamental to improve your students' academic performance?
Yes ____ Sometimes ____ No ____

ANNEXE 2



Unidad Educativa Particular “Universidad Católica”

SURVEY TO STUDENTS

Thank you for participating in this survey to support the investigation of the paper related to “Homework as an academic supplement for EFL younger learners 9 to 11 years-old of this school”. Answer the following questions honestly, checking the single response that most represents your tendency.

1. Is it important to do homework?
Yes _____ No _____
2. Do you think doing homework helps you develop good study habits?
Yes _____ No _____
3. Do you think homework is associated with your learning achievement?
Yes _____ No _____
4. What is the level of difficulty of homework?
Difficult _____ Moderate _____ Easy _____
5. Who monitors your homework at home?
Siblings _____ Tutor _____ Parents _____
6. Does your teacher repeat a class if the results of homework is not good?
Yes _____ Sometimes _____ No _____
7. How much time do you prefer to spend doing homework?
30 minutes _____ 45 minutes _____

ANNEXE 3



Unidad Educativa Particular “Universidad
Católica”

SURVEY TO PARENTS

Thank you for participating in this survey to support the investigation of the paper related to “Homework as an academic supplement for EFL younger learners 9 to 11 years-old of this school”. Answer the following questions honestly, checking the single response that most represents your tendency.

1. Does the teacher send your children homework every week?
Yes____ Sometimes____ No____
2. Do you think homework is associated to students learning achievement?
Yes ____ Sometimes____ No____
3. What do you consider is the main benefit of doing homework?
 - a) Reinforcement of the activities practiced in class____
 - b) Retention of contents _____
 - c) Consolidation of knowledge _____
 - d) Growth of understanding _____
4. Do you monitor and support your children’s homework?
Yes____ Sometimes____ No____
5. Who monitors your children’s homework at home?
Parents or siblings____ Tutor____ Nobody____
6. What is your perception of the level of difficulty of homework sent by the teacher?
Easy____ Moderate____ Difficult____
7. How much time is appropriate for doing homework?
45 minutes____ Half an hour____ One hour____
8. Does the teacher send homework in accordance to student’s age and development?
Yes____ Sometimes____ No ____
9. Does the teacher consider your children’s learning styles when planning and assigning homework?
Yes____ Sometimes____ No ____
10. Do you consider your children develop better study habits and skills doing homework?
Yes____ Sometimes____ No ____



**Presidencia
de la República
del Ecuador**



**Plan Nacional
de Ciencia, Tecnología,
Innovación y Saberes**



DECLARACIÓN Y AUTORIZACIÓN

Yo, Moreno Plúa Mayra Lucía, con C.C: # 0926264292 autora del trabajo de titulación: Homework as an Academic Supplement for EFL Younger Learners (9-11 years old) Applied in Unidad Educativa Particular Universidad Católica previo a la obtención del título de **LICENCIADO EN LENGUA INGLESA CON MENCIÓN DE GESTIÓN EN ENSEÑANZA BILINGÜE** en la Universidad Católica de Santiago de Guayaquil.

1.- Declaro tener pleno conocimiento de la obligación que tienen las instituciones de educación superior, de conformidad con el Artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de titulación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

2.- Autorizo a la SENESCYT a tener una copia del referido trabajo de titulación, con el propósito de generar un repositorio que democratice la información, respetando las políticas de propiedad intelectual vigentes.

Guayaquil, 17 de Marzo de 2016

f. _____
Nombre: Moreno Plúa Mayra Lucía
C.C: 0926264292

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO:	Homework as an Academic Supplement for EFL Younger Learners (9-11 years old) Applied in Unidad Educativa Particular Universidad Católica.		
AUTOR(ES) (apellidos/nombres):	Moreno Plúa, Mayra Lucía		
REVISOR(ES)/TUTOR(ES) (apellidos/nombres):	Jiménez Bilmonte , Alfredo Enrique		
INSTITUCIÓN:	Universidad Católica de Santiago de Guayaquil		
FACULTAD:	Facultad de Artes y Humanidades		
CARRERA:	Escuela de Lengua Inglesa		
TITULO OBTENIDO:	Licenciado en Lengua Inglesa con Mención de Gestión en Enseñanza Bilingüe.		
FECHA DE PUBLICACIÓN:	17 de Marzo de 2016	No. DE PÁGINAS:	45
ÁREAS TEMÁTICAS:	Proyecto de Investigación		
PALABRAS CLAVES/ KEYWORDS:	HOMEWORK, SUCCESSFUL LEARNING, MEANINGFUL TASKS.		
RESUMEN/ABSTRACT (150-250 palabras):			
<p>Homework is a core component of the teaching-learning process, but it is not given the significance and attention that it merits. In Unidad Educativa Particular Universidad Católica it is perceived that parents, teachers and students are not aware of the importance of doing homework. This research project determined how the importance of doing homework is related to successful learning of English as a foreign language of the fifth, sixth and seventh grade students of Unidad Educativa Particular Universidad Católica.</p> <p>The results were conceived using mainly the qualitative method to collect information of the students' opinions about homework, to find out the teachers' homework practices and to know about parents' attitude towards getting involved in their children's learning process.</p> <p>The findings point out that the students of this institution have a rejecting attitude towards homework, and that teachers do not assign meaningful tasks to students. Additionally, it was determined that parents have a negative attitude towards homework but are willing to get involved in their children's learning achievement.</p>			
ADJUNTO PDF:	<input checked="" type="checkbox"/>	<input type="checkbox"/> NO	
CONTACTO CON AUTOR/ES:	Teléfono: +593-4-2821276 / 0998130737	E-mail: mayra.moreno@cu.ucsg.edu.ec / mayramorenoplua@gmail.com	
CONTACTO CON LA INSTITUCIÓN:	Nombre: Jarrín Hunter, Ximena Marita		
	Teléfono: +593-4-6043752 / 0999613680		
	E-mail: ximena.jarrin@cu.ucsg.edu.ec/xjarrin@yahoo.com		

SECCIÓN PARA USO DE BIBLIOTECA

Nº. DE REGISTRO (en base a datos):	
Nº. DE CLASIFICACIÓN:	
DIRECCIÓN URL (tesis en la web):	