



The effects of extra homework on the english learning improvement at beginner levels

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RESUMEN

Muchas veces los alumnos que están aprendiendo el idioma Ingles como segunda lengua comenta que el problema principal para la adquisición del idioma Ingles es la falta de vocabulario, pero la adquisición del vocabulario requiere de practica y de tiempo de estudio para entender cada palabra que aprendamos. Cuál es la importancia de la tarea para el proceso de adquisición de vocabulario. En el presente estudio se trabajo con un grupo experimental enseñando el vocabulario del idioma Ingles así como asignando tareas, el curso fue dividido en 4 semanas de las cuales solo dos de ellas los alumnos tuvieron tareas después de cada semana se aplico un examen y las calificaciones fueron analizadas con la prueba estadística de t dando como resultado una alta significancia en las semanas en la que los alumnos hicieron tareas.

KEY WORDS: EXTRA HOMEWORK , LEARNING



INTRODUCTION

Learning English could result even more difficult for some students than for others, for those who learn and retain the grammatical structure, pronunciation and vocabulary, among many other aspects, the activities or extra practice, on the target language, could represent a determining factor of their achievement of the language. It requires time to accomplish the objective and enough practice to manage those special features of English such as syntax, morphology, phonology and a full range of vocabulary. At the beginner levels, one of the most important aspects of learning English is the vocabulary matter that should be recognized as a basic central aspect in language construction for beginner levels (*Hennings 1973*).

Taking into account the advantages of teaching English vocabulary, it often provides students a better reading comprehension and a more effective survival communication. (*Louis McIntosh et al 1968*). It has been seen that teachers have the responsibility to motivate students to learn the vocabulary language since “vocabulary is a language area that needs continued growth and development” (*Marianne Celce-Murcia/ Rosens Weig 2000*).

An optimum English vocabulary development requires extra practice besides the activities that could be applied in an English classroom. Homework takes an important part of vocabulary acquisition (*Robert Keith Johnson 2000*) because students work using the vocabulary while answering different types of activities to reinforce what have been just taught in the classroom.

The objective of this study was to determine the effect of homework during the process of vocabulary acquisition by assigning extra homework and activities to recycle the grammar presentation and to add or reinforce vocabulary of the context in which the presentation of the grammar was presented. It is going to be evaluated if the extra homework has a positive or negative result depending on the student's results after some quizzes and observations.



QUESTION: How does homework influence the vocabulary acquisition?

Doing extra homework the improvement on the students' learning of English becomes more effective due the extra practice it provides to the learner than without extra homework.

METHOD

HYPOTHESIS: Doing extra homework the improvement on the students' learning of English becomes more effective due the extra practice it provides to the learner than without extra homework. The achievement on the vocabulary and fluency of the students of English can be improve trough the application of extra homework and recycling activities which allows students to reinforce the target language.

It is of vital importance to give students enough practice of what they are learning, but, how much is enough? Most of the time, teachers believe that with a common set of homework students have the practice they need to reinforce the presented grammar and vocabulary. But it is necessary to take into consideration that not all of the students learn or need the same practice, that's why it is important to assign extra homework, so those students that need more practice can really have it.

VARIABLES:

Independent - Setting Extra Homework. (Working on recycling activities and new vocabulary).

Dependent - Learning Vocabulary. (Improvement on the language).

**We can also consider as weak variables the students background subsequently presented.*



THE SUBJECTS: (students) were not told about the purpose of these extra activities as homework that they did, because it may have interfere on the final results. Subjects response to these extra activities very well and they were handing their homework mostly on time and well performed. There were no complains about the extra homework and students seem to be able to do extra practice. The students' background shows young adults and teenagers, there were 5 men and only one woman. Four of the subjects already have taken English classes but still in the basic level, however, those who already have taken other courses seem to know more vocabulary and also have more fluency.

PROCEDURE: The procedure required students to have extra practice of the knowledge acquired in classes by doing some homework and extra exercises out of the classroom. This experiment was arranged inside a PAL classroom. With the intention of obtain better result, a schedule for setting the extra practice was design, in which, one week extra homework was assigned to practice and reinforce the language and in the following week students weren't assigned any homework. The experiment have to cover two cycles in which students were assigned homework and then any extra practice in certain periods of time. During that period of time, teachers were doing observations to collect data about the result of the activities and students' performance.

DESIGN:

WEEK	1	2	3	4
LEVEL 2	HW	NO HW	HW	NO HW

During the first week, students were exposed to inductive and deductive presentations referred to vocabulary and grammatical structures and were assigned extra homework, and were also practicing inside the classroom. At the end of the week students had to answer a quiz about the topics they had been watching the whole week. In the second week of the planed schedule, students were again exposed to new vocabulary, but in this time without having any extra practice outside the classroom (only exercises inside the classroom), after that week students have



to took another quiz. When the experiment completed two weeks of examination the first cycle was finished and the result were analyze. For the next week, students had again a lot of practice and extra homework and the cycle stars again.

The complete four weeks were monitored by the teachers who were the responsible of setting these extra assignments and giving feedback as well. This improvement was confirmed by the results of the quizzes that teachers analyze after each week.

The method used to analyze the results was a T test to measure the difference of means, through some analysis of the grades obtained in each evaluation (quizzes), to compare the grades obtained during the course setting homework and without homework. The objective of analyzing the data so meticulously was to probe or reject the hypothesis.

INSTRUMENTS: The extra homework consisted on extra practical activities in handouts about what just have been presented in class beside the exercises on the workbook and the students' book. These extra activities had a higher level of challenge that made students to reflect on the target language and also add some extra vocabulary to their repertory.

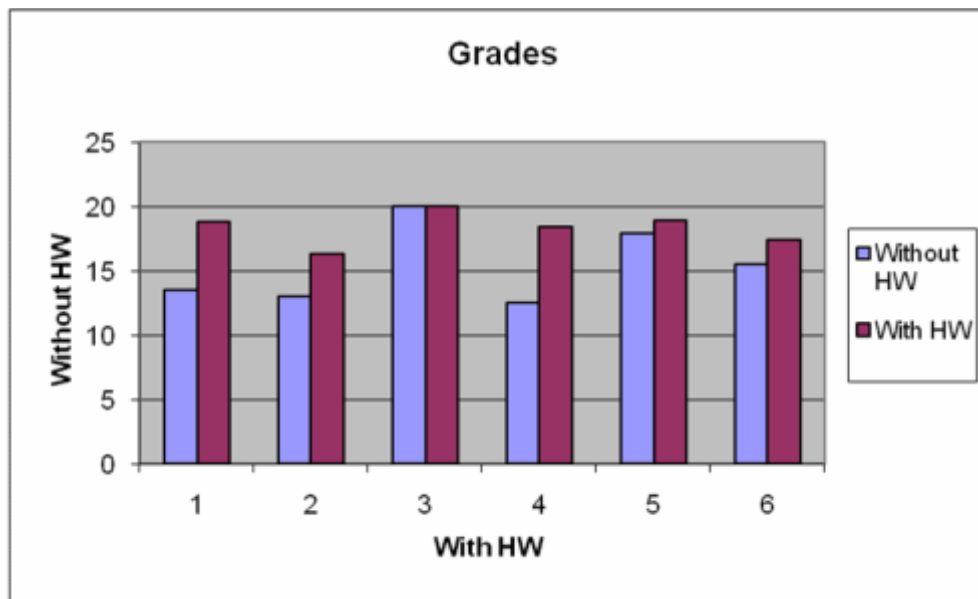
Some other of the applied extra exercises, were design entirely by the teacher and some other were taking form the internet. This variety of exercises were check, planed and modify by the teachers to suitable adapt them for the current students. The advanced vocabulary or expressions were replaced for easier and common words in order that the level two students were able to work on, and obviously all these exercises were focus on the reinforcement of what was presented in class.

These quizzes were design to evaluate students achievement on the grammar structure and vocabulary used. Each quiz took about 30 minutes to be answered and contained also a part in writing and speaking activities. The exercises included on the quizzes were focus on the grammatical review and the use of vocabulary already used and new one.



RESULTS

According to the T value obtained ($T = -3.00$ and $T = -3.19$) were higher (superior) ($p \leq 0.05$) to the T calculated tables (2.57 and 2.57) for the exams 1 and 2 in the study it is possible to conclude that the grades of the group in the first exams were different (15.4 ± 3 Vs 18.3 ± 1.28) this means that was better the result working with extra homework. The Ss acquire in a better way the vocabulary through some extra homework. This can be proved also with the second part of the experiment (16.74 ± 2.36 Vs. 17.86 ± 1.77).



Setting extra homework can cause fatigue in the students. The statistical analysis of the data shows the significant differences between the weeks that they didn't do any extra homework and the week in which they were assigned a lot of extra exercise. Having enough practice of the language and also doing extra activities and homework, students become more confidence in the production of the language and it would be prepare to the situations to produce and it will reflect the useful meaning of what they have just learn.



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