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Deanery of Graduated Studies
Curricula & English Teaching
Methods Department
College of Education**



**The Effectiveness of Giving English Home Assignments on the
Achievement of the Fifth Graders at UNRWA Schools in Gaza
Governorate**

Thesis

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿ يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴾

صَدَقَ اللَّهُ الْعَظِيمُ

(المجادلة، 11)

DEDICATION

To my mother " the big heart" who does not pinch me from her invocation and guidance.

To my father who is always the promoter for me towards success.

To my sisters and brothers with whom I learned the meaning of virtue.

To my husband who supports me with love and encouragement and facilitates the difficulties for me.

To my children Rahaf, Khalil, and Mo'yyad who tolerate my absence and working for long hours.

To the martyrs who sacrifice their lives for Palestine.

To all who lighten my way towards success, I dedicate my work.

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

" و ما توفیقہ اِلَّا بِاللّٰهِ عَلَیْہِ تَوَكَّلْتُ و اِلَیْہِ اُنِیْبُ " *

It is really a great chance to thank all those who helped me finish this research and get it done in its final appearance.

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ABSTRACT

"The Effectiveness of Giving Home Assignments on the Achievement of the Fifth Graders at UNRWA Schools in Gaza Governorate".

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Supervisors: Dr. Abdel Mo'ti Al-Aqha, Dr. Walid Amer. April 2010.

This study aimed at investigating the effectiveness of giving English home assignments on the fifth graders' achievement at UNRWA schools in Gaza governorate.

To achieve this aim, the researcher adopted the experimental approach. The sample of the study consisted of (186) fifth graders; (88) females from Beach Elementary Coeducation "C" School and (80) males from New Gaza Elementary Boys "A" School. The researcher used daily homework assignments with the experimental group while the control group was left without homework in order to measure any statistical differences between the two groups.

Before the study was conducted, the researcher had used a pre-achievement test of (50) items to measure the achievement level of both the experimental group and the control one in October (2009).

To collect data, the researcher used T-test and Mann Whitney Test. In addition, she calculated (η^2) and (d) values to measure the effect size of homework on the students' achievement.

The study revealed that there were statistically significant differences between the experimental group and the control one in favour of the experimental group who received homework assignments.

In the light of the findings, the researcher gave recommendations for the necessity of using homework assignments as they play an important role in raising the students' achievement. In addition, she recommended of conducting further studies in other fields of homework and she ended with suggestions for curriculum designers, supervisors and head teachers.

ملخص الدراسة

هدفت هذه الدراسة إلى معرفة مدى تأثير التعيينات المنزلية على تحصيل طلاب الصف الخامس الابتدائي في مدارس وكالة الغوث في محافظة غزة. ولتحقيق هذا الهدف، تبنت الباحثة المنهج التجريبي. وقد تكونت عينة الدراسة من (186) طالب و طالبة من الصف الخامس الابتدائي ، منهم (88) طالبة من مدرسة الشاطئ الابتدائية المشتركة "ج" للاجئين و (80) طالب من مدرسة ذكور غزة الجديدة الابتدائية " أ " للاجئين. وقد استخدمت الباحثة تعيينات منزلية يومية مع طلبة المجموعة التجريبية بينما تركت المجموعة الضابطة بدون تعيينات منزلية و ذلك لقياس أية فروق ذات دلالة إحصائية بين المجموعتين نتيجة استخدام التعيينات المنزلية. و قد قامت الباحثة ببناء اختبار قبلي مكون من (50) فقرة و تطبيقه على طلبة المجموعة التجريبية و طلبة المجموعة الضابطة لقياس تحصيلهم و ذلك في الأول من أكتوبر 2009 قبل إجراء التجربة. و قد استخدمت الباحثة اختبار "ت" و اختبار مان ويتي للحصول على المعلومات بالإضافة لقياس قيمة "د" و قيمة مربع ايتا لقياس حجم تأثير الواجبات المنزلية على تحصيل الطلبة. و قد كشفت الدراسة عن وجود فروق ذات دلالة إحصائية بين طلبة المجموعة التجريبية و طلبة المجموعة الضابطة في التحصيل و ذلك لصالح طلبة المجموعة التجريبية الذين استخدموا التعيينات المنزلية و الطلبة ذوي التحصيل المرتفع و المنخفض الذين استخدموا الواجبات المنزلية. و في ضوء نتائج الدراسة، أوصت الباحثة بضرورة الاهتمام بالتعيينات المنزلية و ذلك لأثرها الجيد على الطلبة في زيادة التحصيل. هذا بالإضافة لبعض التوصيات لإجراء المزيد من الدراسات المتعلقة بجوانب أخرى تخص التعيينات المنزلية.

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CHAPTER I

INTRODUCTION

Study Statement and background

Teaching is a great job; it is the mission of the prophets who were addressed to teach people and help them choose the right way to get out from darkness to lightness. It is one of the most honest and noble jobs. Prophets were chosen to do such a great job because of their scientific honesty in conveying the greatest mission for humanity.

Teaching can be defined as an organized group of actions in which the teacher is the manager who contributes theoretically and practically to achieve learning.(Hamdan 1999, cited in Bader 2003). So, it is not an arbitrary process whose elements are mixed together. Instead, it has serious rules that are appropriate to the nature and the ability of the learners.

Thus, it is obvious that the teaching process concentrates not only on the teacher, but also on the students. " It is an aimed educational process that takes into consideration all of the factors that contribute in teaching and it is the process in which the teacher shares the students to achieve the educational objectives." (Yehya, Manoty 2002, cited in Bader 2003)

It is worth to say that the Arabic language is the queen of languages as it is the language of the Holy Qur'an. It is an evidence of our culture and abilities; therefore, it is the responsibly of all the educators to teach it in an appropriate way. However, teaching should not only include the Arab culture, but also expand to include foreign cultures. As a result, it is necessary to teach other languages like English in order to let students be able to cope with the quick development in such a time.

Teaching a language is not an easy job, for any language has an arbitrary system by which people can communicate. Hence, the teacher carries the responsibility to teach it in an appropriate way. He/She should do all his/her best to look for knowledge in all of its aspects to get enough information that helps him be effective. He/She must help his/her students to use the language as much as they can as well as encourage them to be critical learners.

Therefore, the teacher has to be very patient. Teaching a language is not a work whose fruitages are gotten quickly. Instead it is " very like making a jelly: you add the ingredients gradually, it thickens while you stir it, and it only gels much later." (Genevieve 1998 p. 22)

Thus, it becomes clear that teaching a foreign language is a challenging issue, for it requires a great effort from the teacher's side who should do all his/her best to create a natural atmosphere for learners as if they were in the environment where the language is spoken. The teacher is the master of himself in the classroom. He can use helpful techniques that engage his students and lead them to high achievement.

The teacher is the first reference in transferring the information and modifying the behaviour. However, students' wishes and concerns form the strong motivator in modifying behaviour. So, the teacher has to consider many factors that may affect his/her use of the appropriate approaches. He/She has to take care of the students' needs and to pay a great regard to the teaching-learning process.

Moreover, it is the responsibility of the teacher to use all of the new strategies and techniques that help in improving learning and raising achievement. He/She should employ all the available resources that enhance learning in order to convey the school mission and help students get along with the quick development. The effective teacher is the one who encourages good learning habits inside and outside the

classroom. He/She is responsible for a large amount of what happens in the classroom, what is taught, the resources used, the type and order of activities, classroom management, assessment, feedback, correction and all other great responsibilities that help learners learn.(Cora & Paul 2006 p.37)

As a result, it becomes a must for the teacher to share the local community in improving the teaching-learning process. So, he/she is in need to create a democratic atmosphere that shares both home and school in improving learning and consequently encourages collaboration and exchange of views.

Nowadays, students are considered the center of the teaching-learning process and the role of the teacher has become as an organizer and advisor for students. His/Her role has been changing from an authoritative master to advisor and guide. He/She has become a helper for the students outside school as well as inside it. Helping the students outside school enables them to increase their knowledge, enhances their abilities and improve good learning habits.

Thus, teachers have to use techniques to help their students practise what they have learnt at home and reinforce their learning. Hence comes the importance of homework which is considered as one of the most important issues that combine home and school together and put them in the same circle. It gives the students the opportunity to use the language outside school and helps parents know what their children are learning at school.

Homework is a work that has several aims. It is not a routine or a work that aims to lade students. Instead, it is an activity that connects the lessons and reinforces the information students get at school. It transports students into life situations when engaging them in experiments. Consequently, it helps them improve critical thinking

that enables them to use, manage and process language in similar pedagogical experiences.

It is important for parents to follow up their children throughout homework and it is the teacher's duty to give parents instructions of how to provide help in homework. Besides, parents have to be updated and informed about what has been going on between the teacher and the students and as a result improving the achievement of students.

Homework is an effective tool for the teacher who can recognize the differences between students; therefore, he/she can differentiate the assignments according to the achievement level of students. In addition, the teacher can recognize areas of strength and those of weakness.

Also, homework is very useful because it maintains a consonant relationship between school and home. It helps students practise what they have learnt at school and it gives parents insights into their children achievement level.

It is true that homework increases the interaction between school and home. "Homework is often a hot-button issue for parents, school boards, and the students themselves".(Bruce 2007, p.6). However, sometimes students may be engaged in boring home assignments that have no effect on their achievement; and as a result, they may increase negative attitudes towards homework and may make friction between children and parents. "Homework is the cause of more friction between school and home more than any other aspect of education and becomes the prime battlefield when schools, families, and communities view one another as adversaries". (Cooper, 2006, p.22). So, it is necessary for the teacher to prepare daily effective homework assignments that help students practice the new and the old information

they have learnt at school in order to enhance learning and raise their achievement." Homework can be useful when employed effectively" Marzano & Pickering (2007).

Homework is considered as one of the most important materials that can fill the gap between home and school. Thereby, good planning for home assignments is an important educational practice especially in teaching English as a foreign language because students need to practise the language outside school as well as inside it.

However, the teacher should take into consideration the characteristics of a good assignment in order to avoid the problems that may face students during doing homework. He/She has to take into consideration all sides of students' character, their abilities and their interests. He/She has to check homework in each lesson in order not to give the students the chance to think that homework is not important.

As a result, the great importance of homework and its relationship with achievement have led the researcher to investigate the effectiveness of English homework on the achievement of the fifth graders.

Need for the Study

Throughout seven years of experience at UNRWA schools, the researcher has noticed that homework plays a major role in helping students extend their learning outside school. Accordingly, the current study is conducted for three reasons. First, the negligence of homework by both teachers and students. Second, the increase of students' low achievement level. Third, the lack of studies in Gaza that deal with homework and its association with achievement.

Statement of the Problem

In such a hard time, students get out from school into a world full of means of entertainment and enjoyment. So, the role of the students has become very negative. Students are in need to practise what they learn at school and to participate in the learning process. They are, also, in need to use the language outside the classroom. In addition, parents need to follow up their children and to be informed about their achievement level. Therefore, this study is conducted to investigate the effectiveness of giving English homework assignments on the achievement of the fifth graders.

Purpose of the Study

The purpose of the study is to identify the effectiveness of giving English homework assignments on the achievement of the fifth graders.

Research Questions

The problem of the current study was stated in the following major question:

What is the effectiveness of giving English home assignments on the achievement of the fifth graders at UNRWA schools in Gaza Governorate ?

The following minor questions have been derived from the major one:

- 1- Are there statistically significant differences at ($\alpha \leq 0.05$) between the means of male and female students in the experimental group and those in the control group due to the use of home assignments?
- 2- Are there statistically significant differences at ($\alpha \leq 0.05$) between the means of males in the experimental group and those in the control group due to the use of home assignments?

- 3- Are there statistically significant differences at ($\alpha \leq 0.05$) between the means of females in the experimental group and those in the control one due to the use of home assignments?
- 4- Are there statistically significant differences at ($\alpha \leq 0.05$) between the means of male high achievers in the experimental group and their peers in the control group due to the use of home assignments?
- 5- Are there statistically significant differences at ($\alpha \leq 0.05$) between the means of females high achievers in the experimental group and their peers in the control group due to the use of home assignments?
- 6- Are there statistically significant differences at ($\alpha \leq 0.05$) between the means of males low achievers in the experimental group and their peers in the control group due to the use of home assignments?
- 7- Are there statistically significant differences at ($\alpha \leq 0.05$) between the means of female low achievers in the experimental group and their peers in the control group due to the use of home assignments?

Research Hypotheses

- 1- There are statistically significant differences at ($\alpha \leq 0.05$) between the means of male and female students in the experimental group and those in the control group due to the use of home assignments.
- 2- There are statistically significant differences at ($\alpha \leq 0.05$) between the means of males in the experimental group and those in the control group due to the use of home assignments.

3- There are statistically significant differences at ($\alpha \leq 0.05$) between the means of females in the experimental group and those in the control one due to the use of home assignments.

4- There are statistically significant differences at ($\alpha \leq 0.05$) between the means of male high achievers in the experimental group and their peers in the control group due to the use of homework assignments.

5- There are statistically significant differences at ($\alpha \leq 0.05$) between the means of female high achievers in the experimental group and their peers in the control group due to the use of home assignments.

6- There are statistically significant differences at ($\alpha \leq 0.05$) between the means of male low achievers in the experimental group and their peers in the control group due to the use of home assignments.

7- There are statistically significant differences at ($\alpha \leq 0.05$) between the means of female low achievers in the experimental group and their peers in the control group due to the use of home assignments.

Significance of the Study

It is hoped that this study benefit the following:

1- English language teachers, for it gives headlines for building effective home assignments. It also presents well designed home assignments that cover the units form 4 to 9 for grade five book " English for Palestine".

2- Head teachers because it attracts their attention to the importance of giving effective home assignments; thus, orienting teachers to their importance.

3- English language supervisors because it gives them hints to follow when preparing for workshops and training courses.

Definition of Operational Terms

Effectiveness: producing a desired or intended result when getting home assignments.

Homework: A school work assigned by the teacher and the student is required to do at home with the help of his parents.

Assignments: tasks assigned to students as a part of their study. It has several aims. It may be assigned for students to practise knowledge they have learnt at school, to prepare for new lessons, or to do any other type of home assignment according to other intended educational objectives.

Achievement: Information that is achieved. It is measured by the marks students get in the test.

Fifth graders: Students in the fifth grade at school.

UNRWA schools: International institutions that are found in order to help the Palestinians in providing educational services. They started their work in Gaza in 1950.

High achievers: Students whose marks lie among the highest %25 of other students marks in the pre-achievement test.

Low achievers: Students whose marks lie among the lowest %25 of other students marks in the September exam.

Study Limitations

The study was limited to the fifth graders in two schools, one for females and another for males in Gaza. They were Beach Elementary Co-Education C School and New Gaza Boys A school. The study lasted for 6 weeks. It was conducted on the first of October 2009 and continued until the fourteenth of November 2009. The assignments covered units from 4 to 9 of grade five book " English for Palestine".

Summary: This chapter states the background of the study , the need for the study, the problem, the questions of the study and the hypotheses. In addition, it shows the purpose of the study and its significance and the definition of the operational terms.

CHAPTER II

LITERATURE REVIEW

INSIGHTS ON HOMEWORK

Introduction

Homework is one of the most important tools that join students, teachers, and parents together in one circle. It is "a vital part of learning" (Painter 2004,p.5), for it gives students the opportunity to practice at home what they have learnt at school.

Practising the information students have learnt helps consolidation and reinforcement and is essential for developing the basic skills, " work at home is a valuable and essential part of school work and can help raise standard of achievement" (Arbind 2006,p.17). This practice is done in a mood of security far from the authority of the teacher; therefore, this security leads to creativity and achievement.

This chapter covers thirteen sections; it deals with some definitions for homework, types of homework, purposes of homework, time of homework and opinions against homework. Moreover, it highlights important strategies to overcome the disadvantages of homework, reasons for students' negligence of homework, factors affecting the use of homework, characteristics of homework assignments, strategies for assigning effective homework assignments, tips for teachers, evaluating homework assignments, the school plan towards homework, and parents' role in homework.

Definitions of homework

The definitions of homework suggested by educators are almost the same and have many similarities. Yet, they differ in some ideas. The researcher discussed some of these definitions.

(Hallam 2004,p.5) defined homework as "any work set by school which is undertaken out of school hours for which the learners take the primary responsibility". The author referred to homework as "any work" and this is an ambiguous definition for homework. According to the definition, this work maybe effective or not, so it would have been better if the author specified this work.

Also, the definition ignored the role of parents. It is important to include the parents, for they have a great effect on the students and the teacher. Parents may make a big change with their children if they encourage their children and provide help in homework when needed. Moreover, parents can be informed about their children's level through homework.

It is obvious that Cooper (2006,p.548) was more specified in his definition of homework as " tasks assigned to students by schoolteachers that are meant to be carried during non-school hours." The word "tasks" may help more specification than "any work", for it refers to an effective tool. These tasks may include the basic skills or other aspects included in the curriculum which affect the students' progress. Nevertheless, the definition ignored the role of parents as an important element in homework.

Also, (Smith 2003,p.756) specified this work in the words " exercises, assignments, tasks". He defined homework as " the practice exercises given by the teacher for the students to complete after a topic has been taught in class, the

preparatory assignments for a future lesson and extension tasks which apply the concept or skills learned in class to new activities".

However, in his definition, the author included the types of homework without specifying its place. So, it may be understood here that homework may be conducted at school during the school hours; therefore, this neither will help students reinforce their knowledge nor will help parents be informed about their children's progress. Besides, parents who have a great role in homework are neglected in this definition.

Whereas Smith (2003) referred to three types of homework in his definition, Nelson & Bailey (2007, p.135) included only one type of homework and ignored the other types. They defined homework as " out-of-class tasks assigned to students as an extension or elaboration of classroom work".

It is ,also, clear that some important criteria are neglected in her definition. The source of these tasks is not identified. Besides, parents who hold a big responsibility in homework are not mentioned.

In his definition, Smith (2007,p.313) defined homework as: " A critical dimension of formal learning related to the nature and duration of engagement with material to be learned once school is finished for the day". In this definition, the author considered homework as a critical dimension. But, it is not as so. Instead, it is a group of tasks assigned to students to practice and reinforce activities given in the classroom and it is supposed to be well prepared not exposed to be criticized. Also, this definition still needs to be specified concerning the teacher-students interaction in this formal learning.

Thus, it is obvious that all of the above definitions exposed some sides of homework and ignored others. Some ignored the teacher, others ignored the student and all of them ignored the parents who are essential elements in homework and may

make the big difference if they realize the importance of homework and try to provide help during doing homework.

The researcher summarized all of the above mentioned definitions in one definition and added some other points that are not mentioned.

Out of class tasks assigned by the teacher to the students for educational purposes in which parents have a great responsibility in guiding and providing help. These tasks may "vary in their amount, their purpose; the skill area utilized; the degree of individualization, the degree of choice which the students have; the completion deadlines; and the social context (whether it is undertaken in groups or individually)" (Hallam 2004,p.5).

Types of homework

The types of homework vary according to the age and ability of the students and the demands of the curriculum. For students of early ages, the emphasis is on the basic skills. Older students may be asked to do summaries or to reflect on topics and the emphasis is on the whole curriculum.(Hallam 2004,p.7)

There are six main types of homework:

- 1- Practice homework exercises which aim at enabling students practice what they have learnt at school. Thus, students can review and reinforce the skills required. This helps in reinforcing information and storing it in the long-term memory.
- 2- Preparatory homework assignments through which students are prepared to future learning by introducing materials that will be presented in future lessons.
- 3- Extension homework type which enables students extend previously learnt skills and apply them in new situations. (Smith 2003,p.756)
- 4- Application homework type which is used to connect learning with new situations.

5- Creative homework type in which the students apply previously learned knowledge in a creative manner. They may solve problems or answer questions in a creative manner.

6- Cooperative homework type in which students can work cooperatively; therefore, they can develop social skills. (Arbind 2006,p.37)

Arbind (2006,p.38) added more seven types of homework. They are as it follows:

1-Drill type: This type enables students to drill the basic skills. In this type, the teacher can create the assignment and ask students to return it to the class. He may distribute worksheets, vocabulary cards or flash cards.

2- Daily homework: This type of homework aims at developing study habits. For example, students are asked to specify daily time for reading, listening to their parents' reading, writing diaries, or other useful activities that help them to use the language.

3- Nightly assignment type: Students are asked to review what they have already learnt in class.

4- Review type: This type aims at preparing students for exams.

5- Research type: This type is conducted for students to do researches and projects.

6- Reading and/or writing type: It is to develop reading or writing skills.

7- Project type: It is based on pragmatic methods which increase the students' learning.

It is necessary for the teacher to differentiate the types of home assignments in order to give the students the opportunity to practice variety of exercises. However, it should be noticed that these types do not fit with all of the students' levels. For example, it is not worth to ask weak students to do a project homework type or a creative one. Instead, it is better for them to do practice homework exercises to

practice the basic skills that help in reinforcing learning. So, the assignments given to students should be prepared according to their achievement.

Purposes of homework

Points on the purposes of homework can be categorized into five groups: promoting academic learning, developing generic skills, accomplishing school purposes, promoting home school links, and enhancing communication between home and school.(Hallam 2004,p.5)

First: Promoting academic learning

Homework helps students review and practice topics taught in the class.(Paulu, Perkinson & Heavner 1996,p.3). It reinforces the basic skills learnt at school and it helps students finish tasks that there is not enough time for them to be done in class during the school hours.(Trevor & Elizabeth 1997,p.2)

In addition, homework gives students the chance to participate in the classroom activities and to preparing materials for future class work. Consequently, the negative side of weak students is reduced.(Teasley 2006' p.50)

Therefore, homework gives students a big opportunity to reinforce and construct knowledge. Thus it raises the students' achievement.

Second: Developing generic skills

- Homework provides opportunities for individualized work.
- It develops skills in using learning resources such as libraries, reference materials, and encyclopedias.
- It encourages love of learning; thus, it improves motivation for learning. (Paulu, Perkinson & Heavner 1996,p.3 & 4) As a result, students can be able to overcome many problems they may face during learning.

Arbind (2006,p.20) stated seven hidden values for homework:

- 1- Responsibility: Homework teaches responsibility. When students are exposed to tasks at home, they feel the importance of these tasks if they are prepared well, revised and checked by the teacher. Thus, students try all their best to achieve these tasks.
- 2- Independence: Homework enhances the child progress towards self-direction.
- 3- Perseverance: Homework increases perseverance; therefore, students feel the importance of school. They acquaint themselves to do their works on time.
- 4- Time management: children need to be told when to finish homework, not when to start it.
- 5- Initiative: Exercise increases self-starter. Students feel able to achieve. The more they practice, the better they feel that they can make a change and be first in everything.
- 6- Resourcefulness: Homework gives students the ability to be inventive when they face problems. The students can practice cleverness according to the situations.

(Arbind 2006,p.20) added more other values like: persistence, diligence and the ability to delay gratification. Others like Ashley (2005 p.103) added organization and planning as important fields that increase creativity.

All of the above mentioned values are very important in building a balanced character and increasing motivating towards learning. So, they raise the students' achievement and give them the chance to improve themselves.

Third: Accomplishing school purposes

Homework strengthens the association and the integration between different school subjects when it depends on skills students learn in other subjects. (Abdel Salam

1998,p.218) In other words, homework helps in consolidating the subject domination as the students have the chance to connect the subjects together. Thus, the understanding of the subject matter is increased.

Besides, homework creates a dialogue between students and teachers and this is very important to strengthen the relationship between the teacher and the students. Moreover, homework serves as a commitment by the school to maintain better supervision on children's progress as it allows students use materials and other sources of information that are not available in the classroom. Work is not restricted in the classroom; instead, it is expanded to be done outside it (Thompson 2007,p.278).

Also, homework helps teachers in examining their students and recognizing areas of strengths and weaknesses and it gives opportunities to subject teachers to differentiate work for children (Arbind 2006,p.13). Thus, teachers of different subjects can consult each other about the types of homework they assigned to students. For example, when a teacher assigns a project homework, it is better for other teachers to assign other types of homework in order not to overstrain students.

Also, a teacher can evaluate his work and recognize the individual differences between students. Accordingly, he distributes the work according to the students achievement levels as it is nonsense to give all of the students in the classroom the same work, for homework needs to be prepared according to the achievement level of the students.

Homework provides evidence for evaluation of teaching and it fulfills the expectations of parents, pupils, and teachers. Besides, it eases time constraints on the curriculum(Hallam 2004,p.9). Throughout recognizing the areas of strengths and those of weaknesses, the teacher can select the appropriate techniques and strategies

that benefit all levels of the students and so he saves the time that may be wasted during experimenting with different techniques and strategies.

Consequently, it is noticed that homework plays a major role in raising the students' achievement and fulfilling the purposes of teachers, students and parents.

Fourth: Promoting home-school links

Homework bridges the gap between home and school.(Ozonoff, Dawson & McPartland 2002,p.149) So, parents become aware of their children progress. And the relationship between the teacher and the parents grows clearer as they "develop an effective partnership"(Hallam 2004,p.45). It brings parents and educators closer together and it gives parents insights into the school curriculum. (Paulu, Perkinson & Heavner 1996,p.4). Therefore, parents become aware of the curriculum; they can follow up their children and give them guidance.

In addition, homework helps parents to see what the teacher is emphasizing in class, what is expected of their child, and how the child is mastering the assigned work. (Molland 2007,p.12) and it provides parents with an understanding of what their children learn at school. (Ashley 2005,p.103)

Thereby, the importance of homework in promoting and reinforcing the relationship between home and school makes the students feel that they are observed by their parents. So, they try to do their best to show improvement.

Fifth: Promoting family communication

Homework provides opportunities for establishing communication between parents and children and it gives opportunities for parental co-operation and support.(Hallam 2004,p.6) Building a relationship between the students and their parents strengthens

the feeling of relief and importance. If the child feels that he is observed by others, his ability for creativity will be improved.

Due to the importance of homework, Carvalho (2000, p. 75) suggested that texts must contain homework sections.

As a result, the researcher concluded that homework is not just an aim to be achieved. Instead, it is something more than that. It is considered as a means for achieving and building the relationship between the students and their parents.

Time of homework

(Arbind 2006,p.23) confirmed that the amount of time students are expected to spend on homework depends on the age, ability, home environment and co-curricular activities of students including family and cultural obligations. This amount should be increased every year as the students progress through stages. (Gasson 2001,p.206)

Whereas (Marzano 2007,p.69) argued that the amount of time spent on homework is meaningless in itself. It is not the time that has the positive effect on the students achievement but it is the homework itself that has this impact. So, large amounts of poorly structured homework will not be beneficial and small amounts of well-structured homework may improve the achievement.

However, the time of homework plays a major role in providing students with relief. This relief allows the students practise other responsibilities of life; children give more and achieve if they feel secure.

Therefore, it is important for the teacher to measure the time assigned for homework before giving homework assignments in order to give students enough time to practise other daily works. (Al-Esawi 2003, p.33)

The amount of time assigned for homework should be considered according to the levels of the students. Young students should have little homework which does not lead to frustration and hate of learning.(Marzano 2007,p.14)

The association of parents and teachers in America suggested the time appropriated for homework according to the grade levels. It is as in the following table:

Table (1)

Time suggested for homework according to the association of parents and teachers in America

Grade level	Time
1-3	20 minutes a day
4-6	20-40 minutes a day
7-9	Not more than two hours
10-12	An hour and half- two hours a day

(Al-Esawi 2003, p.34)

While the Department of Education in Britain suggested the time adequate for homework as in the following table:

Table (2)

Time suggested for homework according to the Department of Education in Britain

Grade level	Time
1-2	60 minutes a week
3-4	90 minutes a week
5-6	30 minutes a day
7-8	45-90 minutes a day
Year 9	An hour- two hours a day
10-11	An hour and half- two hours and half a day

(Brookes 2002,p.12)

In Gaza, there is no written policy for the time of homework. So, the researcher suggests that the first table be more suitable in the case of the Palestinian students who have enough time at home to do homework. She argues that the time of the second table is too little and does not allow more practicing of the basic skills.

Opinions against homework

Although homework occupies a distinguished status among most of the educators, the opponents of homework showed different opinions.

(Gasson 2001,p.200) argued that the school day is long enough and students are in no need to have additional hours for doing homework. Thus, homework reduces time for play. He added that some parents can not help their children in homework.

Whereas (Stern 2006,p.7) confirmed that Homework is often set in a hurry at the end of the lesson because teachers give the greater time for class work. He added that

teachers and parents associate homework with punishment and that students believe that teachers assigned homework just because they are obliged to do that and not for educational purposes. As a result, homework increases negative attitude.

In addition, (Brookes 2002,p.16) assumed that parents may show no interest in their children's homework and that important work should or will be covered in class. Therefore, homework is not important. Further, it is too easy to cheat at homework; therefore, homework can't count for any thing.

Moreover, (Carvalho 2000,p.115) believed that some students resist or procrastinate, some parents omit or neglect.

Strategies to overcome the disadvantages of homework

The researcher answers those who argued that the school day is long enough and students are in no need to have additional hours for homework (Gasson 2001,p.200) by saying that this may be true with communities in which students spend a long time at school. But, students in Palestine have enough time at home to do homework. They have to reinforce what they have learnt at school; otherwise, all of the knowledge they have gained at school will be exposed to forgetfulness.

Therefore, the school has a large responsibility to improve helpful strategies that help overcome the disadvantages of homework and strengthen its good effect.

So, it is necessary for the school to hold training programmes and workshops for teachers in order to attract their attention to the importance of homework and the strategies to be taken for making homework more effective and for overcoming the disadvantages of it.

Thus, teachers should have sufficient training to deal with homework; how to prepare it, how to measure its time and how to prepare effective homework

assignments. If the teacher prepares the assignments well and makes it interesting and motivating, students will feel the importance of these assignments and give them more concern.

Also, it is necessary for the teacher to specify a special time to assign homework during the lesson, not to set it in a hurry (stern 2006, p.7), in order to give the students the chance to write it down and to ask for clarification if needed.

Besides, it is very important not to give the students too much homework in order not to overstrain them and make them feel frustrated. Too much homework prevents students from practising other daily activities; therefore, it increases negative attitudes towards homework.

Moreover, it is good for the school to hold programmes for parents in order to acquaint them with the curriculum and how to deal with homework and how to provide help for their children. Thus, parents who can not provide help become more qualified to provide this help.

It is also of great importance to reward the students who continually care for their homework. Besides, the teacher has to attract the students attention towards the importance of homework and its role in raising the achievement.

As a result, the researcher argues that all of the disadvantages mentioned by educators can be overcome by using effective strategies held by school, teachers, and parents.

Reasons for students' negligence of homework

In spite of the importance of homework and its effect in raising the achievement, most students neglect doing homework. This is attributed to several reasons as listed below according to (Al-Araimy 2008).

:

- 1- Some students do not have the ability to complete their homework assignments.
- 2- There are some faults committed by the teacher and his way in preparing and assigning homework. Some teachers do not vary the assignments nor do they give attention to the individual differences. Others may not care for the time appropriate for homework. So, students are engaged in boring homework assignments.
- 3- Teachers do not pay attention to homework; they may neither check the students' work nor do they give them feedback.
- 4- Some teachers do not give daily homework assignments.
- 5- Some parents do not follow up their children's learning.
- 6- Some parents can not help their children in doing their homework because they have not enough knowledge to do that.
- 7- Some students feel frustrated and hate doing homework.
- 8- The lack of instruction and directions in dealing with homework makes it difficult and boring.

Thus, the researcher suggests that if both the teacher and the parent agree on a good policy to solve the problems of homework, they can convince the students of the importance of homework and its role in raising the achievement.

Factors affecting the use of homework

There are many factors that affect the use of homework. These factors are:

- 1- Students' characteristics: the use of homework is influenced by the students' ability to do homework, their grade level, study habits and motivation.

- 2- The characteristic of the subject matter: its amount, its purposes(if it is intended for practice, preparation or extension), the skills used, and if it is administered for the individuals or the whole school.
 - 3- Home factors: parents involvement, appropriate atmosphere for doing the homework, materials available.
 - 4- Classroom factors: if the teacher cares for homework; corrects it, gives feedback, specifies time for it in the lesson, or includes it in the lesson plan.
- (Arbind 2006,p.44)

As a result, it is so necessary for the teacher to pay attention to the characteristics affecting homework when he assigns homework for students in order to get the desired results.

Characteristics of a good homework assignment:

The teacher is the first person who assumes great responsibility in assigning effective homework that enables students increase their achievement. The effective teacher is the one who starts with identifying clear objectives (Gasson 2001,p.130) and takes care of giving good homework assignments that are well planned and have clear objectives.

In this section, the researcher sheds light on the characteristics of a good homework assignment which teachers have to care for when assigning homework to students.

Homework should be:

- 1- well planned and relevant to the subject matter being taught. (Glanz 2003,p.87)

- 2- interesting and appropriate to the ability level of the students.(Glanz 2003,p.87)
- 3- have a clear objective which the students and parents are aware of. (Gasson 2001,p.202) So, students can achieve it without a big effort.
- 4- meaningful, have clear and concise directions in order not to confuse students. (Weinthal 2006,p.90)
- 5- aligned with the students' ability level and knowledge base. (Weinthal 2006,p.90)
- 6- match the students' learning preferences.(Painter 2004,p.9)
- 7- not too easy nor too hard. If it is too easy, students will not feel the importance. And if it is too difficult, students will feel frustration. (Brookes 2002,p.8)
- 8- suited to the needs of individuals. (Brookes 2002,p.8)
- 9- a mixture of activities- reading, writing, planning, researching, making something. (Brookes 2002,p.8)
- 10- balanced so students do not have lots on one night and nothing the next. (Brookes 2002,p.8)
- 11- built in an attractive and simple form (Abdel Salam 1998,p.220)
- 12- assigned regularly. (Glanz 2003,p.86)
- 13- assigned in reasonable amounts. (Glanz 2003,p.86)
- 14- realistic, students should have enough knowledge to do the assignments and the material needed should be available. Also, the appropriate time should be taken into consideration. (Glanz 2003,p.86)
- 15- collected, corrected, and reviewed in class (Glanz 2003,p.86) to give students feedback for their work.

16- supported by parents. (Skandera & Sousa 2003,p.25) Parents can provide their children with help if they need.

(American Federation of teachers 2008) added the following:

- 1- provided with clear instructions for students.
- 2- completed successfully within a flexible time in order not to prevent the students from other daily activities.
- 3- valid, so students can use information and materials that are available.
- 4- reinforcing and allowing practice of previously taught skills.
- 5- not just unfinished of class work.
- 6- leading to further explanation and study.
- 7- stimulating creativity and imagination in the application of skills.
- 8- encouraging students to work cooperatively.
- 9- stimulating home and class discussion.

It is very important for the teacher to know that " if homework is seen as a punishment or as banal, it will not be effective". (Painter 2004,p.8)

As a result, the researcher confirmed that if the assignments are prepared in light of the above characteristics, it will have a positive effect on the students' achievement.

Strategies for assigning effective homework assignments

Giving effective homework assignments can be broken into three steps: before, during, and after the assignments. (Thompson 2007,p.276)

A- Before the assignment:

It is necessary for the teacher to consider the following:

1-Providing parents and guardians with guidelines for how they can help with homework.(Jackson 2009,p.158)

2- Coordinating the amount and type of homework with other teachers.

3-Encouraging students to create a homework time and give themselves breaks during completing the homework.(Brookes 2002)

4-Teaching study skills so that the students can complete the assignment with little or no anxiety.(Thompson 2007,p277)

B- During the assignment:

It is good for the teacher to do the following:

1- Placing the homework assignments on the board indicating its due date. Students can then copy down this information and refer to it when needed.(Glans 2003,p.86)

2- Spending enough time going over the assignment and checking for understanding so that students know that the teacher is serious about the assignment.(Thompson 2007,p277)

3- Giving time during period for assignment to be copied down or provide a written copy to students who have difficulty writing or copying from the board. (Aefksy 2000,p.85)

C- After the assignment:

Teachers have to consider the following;

1- Collecting the students work when it is due.

2- Grading the homework papers and returning them to the students as soon as possible.

3-When possible, using the previous day's homework as a basis for a class discussion, for review purposes, or as a lead in for the new lesson.

4-Notifying parents if a student continually fails to do the assigned homework. Parents have a right to know if their son or daughter is not doing the assignments work.(Glanz 2003,p.15)

5-Giving feedback (written, comments, grades)

6-Providing rewards for completion.

7- Using homework in classroom lessons.(Mathison & Ross 2007)

Therefore, considering the above mentioned steps makes homework of great value and let students feel its importance.

Evaluating homework assignments

Abdel-Salam (1998) stated four reasons for the importance of evaluating homework:

- 1- It provides the teacher with feedback. He can recognize the difficulties students face and overcome them.
- 2- The teacher can find out about the differences between students; therefore, he can deal with these differences in an appropriate way.
- 3- No evaluation of homework leads to students' carelessness and this leads to low achievement.
- 4- Homework and class work are integrated. So, evaluating homework is considered as a part of the class work.

The researcher added more other reasons for the importance of evaluating homework assignments:

- 1- Evaluating homework assignments gives the teacher the opportunity to recognize areas of strengths as well as those of weaknesses; therefore, he reinforces the areas of strengths and overcomes those of weaknesses.
- 2- The teacher can identify the students who continually do not do their homework or fail to do it. Consequently, he follows the appropriate procedures in order to overcome the problem.
- 3- Students feel the importance of homework if it is evaluated, so they employ all their effort in doing it.
- 4- Students receive feedback about their work.
- 5- parents feel the importance of homework, so they specify a time to provide help and guidance for their children.

The school plan towards homework

It is welfare for the school to obtain a written policy for homework and to organize training courses and programmes for teachers and parents. Good schools have a clear and consistent homework policy and teachers of different subjects in these schools coordinate homework assignments in terms of length and difficulty (Glanz 2003,p.86).

In Britain and some other countries, some school districts have homework policies that schools and individual teachers are required to follow. Such policies determine how much homework students should receive. In other districts, individual schools and teachers are responsible for sitting their homework policy (Painter 2004). This refers to their wide concern of homework.

But, schools in Gaza ruin such clear policies and are in need to develop strategies for homework in order to attract the attention towards its importance.

Parents' role in homework

Parents play a major role in making the homework assignments more effective. It is very important to provide a comfortable place for the students and make the environment more appropriate by making all the materials wanted for homework like pens, pencils, papers, dictionaries available. It is also very important to avoid turning the TV on during the completion of homework and state the child in a comfortable place. (Cooper 2005)

Parents should help their children in managing the time of homework. They may specify a daily time for doing homework. However, they should not begin helping their child until they are free enough for this. (Gasson 2001,p.203)

It is also necessary for parents to contact the teacher if there is a problem with the child's homework in order to have some help and advice that may contribute in better understanding of homework. (Gasson 2001,p.208)

It is helpful to create a schedule study time to engage the child in work during which the entire house is engaging in quiet activity. This encourages the child to enhance good habits. But, parents should note that they have to provide help and support the child's needs without doing the work for him.(Weinthal 2006,p92 & 96)

Parents' talking about the assignment is a way to let the child think of it and it clarifies and reinforces the requirements of the assignment. It, also, let the student knows that his parents are interested in his work. (Weinthal 2006,p.92)

Schumm (2005,p.12-15) suggested tips for parents to follow during helping their children in homework. These tips are as the following:

- 1- Parents have to maintain two-way communication with the child and do not just lecture. Listen and respond to the child when he has to ask or say something.

- 2- They should not give the child a choice unless they mean it. So, parents can say "its time to work" or " you can do your homework now or after dinner" not ask the child " would you like to work".
- 3- It is useful to set goals with the child. Then focus on one at a time.
- 4- Parents have to expect progress. If the parents' expectation is low, the child's achievement will match it and if it is high, the achievement will be high.
- 5- They should make the child aware of his achievement and reward the achievement.
- 6- It is better to praise generously but honestly.
- 7- It is also of great importance to direct praise to the task at hand.
- 8- Parents have not to show disappointment if the child does not do as well as it is hoped.
- 9- Parents have to use timers and competition wisely.
- 10- Parents should prepare themselves for teaching in order to fill in some gaps.
- 11- They must help the child in building associations between what he already knows and what is being learned.
- 12- They have to provide a adequate practice in order to develop the long-term memory.
- 13- They also have to provide variety to change the atmosphere of learning.
- 14- It is important for parents to encourage creativity, independence, and self-esteem.
- 15- Some teachers prefer to recognize their students' mistakes. So, parents have to check with the teacher before correcting the child's homework.

16- If there is a problem with the teacher or the school, children should not be told. Instead, parents have to show positive attitudes and respect toward school and teachers.

As a result, the researcher concluded that parents contribute in making homework effective and meaningful and so does the teacher.

Summary: This chapter presents a full description of homework. It deals with important issues of homework like the characteristics of homework assignments and tips for both parents and teachers concerning homework.

PREVIOUS STUDIES

Throughout searching and investigating, the researcher noticed that there are lots of studies that deal with many features of homework like homework time, homework effort, parental involvement in homework, and many other features of homework. However, few studies deal with homework assignments and their relationship with students' achievement.

The researcher divided the studies into three sections, attitudes towards homework, features of homework and the relationship between homework and achievement.

Attitudes towards homework

It is obvious that homework is one of the challenging issues that stimulate teachers, students, and parents. So, it is noticed that homework is faced by different attitudes from those who are concerned with.

In this section, the researcher came over some of the studies that deal with the attitudes of teachers, parents, and students towards homework.

It is expected that both teachers and parents have positive attitudes towards homework and this what was confirmed in **Ahmad's study (1990)** which is conducted in Oman and aimed at identifying the attitudes of both teachers and parents toward homework. The sample of the study was chosen randomly. Data were collected from teachers of the elementary schools in both public and private schools and from students' parents of these schools. The study followed the descriptive

approach in which a questionnaire was distributed to the sample of the study. The study showed the following results:

- 1- Teachers from both public and private schools encourage giving homework assignments.
- 2- Teaching in the class needs to be integrated with teaching outside it.
- 3- Parents encourage giving homework assignments, for they familiarize them with the school's approach of teaching.

This study revealed the importance of homework from the perspective of both teachers and parents but it did not expose to the students perspective towards homework whereas **Tranter's study (2002)**, which was conducted in Taiwan, included the perspective of students a long with teachers and parents. His study aimed at revealing the attitudes of teachers, parents and students toward homework. 12 teachers, 90 families and 138 students participated in the study. To achieve the aim of the study, interviews and discussions with teachers and parents, a questionnaire to the teachers and families and interviews with small groups of students were conducted. The descriptive approach was followed. The study showed the following results:

- Teachers supported giving homework assignments to students.
- 93 % of the parents supported giving homework assignments to students.
- 60 % of students who participated in the study liked homework.
- 40% of the students who participated in the study hated homework.

Teachers and parents gave the following reasons for positive attitudes toward homework:

- Homework assists learning.
- It is used as a revision, consolidation and reinforcement of class work.
- It gives parents an opportunity to work with their children.

- It prepares students for future learning.
- It helps in completing work that there is not time for in school.
- It helps students to be time managers.
- It increases the ability for student's own learning.

It is noticed that these studies may be homologized in the perspective of parents and teachers concerning supporting giving homework assignments to students but they differ in the perspective of students who have changeable opinions toward homework. This appeared clearly in **Smith, Feldwisch & Abell's study (2006)** which was conducted in Scotland and aimed at examining students and parents' perspective of the transition from middle school to high school. Questionnaires and interviews were used to collect data. The descriptive approach was followed. Findings revealed that social and safety issues were the main concern of parents while fearing of too much homework is one of the main issues that occupied the students' minds. This revealed the negative attitudes of students toward homework as the most important issue that occupied their minds is the idea of homework.

The researcher assumed that the students' negative attitude towards homework came as a result of the misunderstanding of the nature of homework and its role in raising the students' achievement. The researcher thought that if this study was conducted on the Palestinian students, their fear would not be from the homework itself but from feeling that they may totally depend on themselves and homework will be increased but without the help of the teachers and the parents.

In contrast to this study, **Chedzoy & Burden's study (2007)** revealed the positive attitudes of students towards homework. The study was conducted in Brazil and aimed at revealing the perspectives of the eighth graders about learning and experience in grade eight and their opinions about homework. The sample of the

study was chosen randomly from the eight graders in two public schools. To collect data, an interview was conducted. Findings indicated that students in this stage worked harder than any year before. The results also showed that the students in this grade want their teachers improve homework to be useful.

This clear contrast between Smith, Feldwisch & Abell's study (2006) and Chedzoy & Burden's study (2007) clarifies that there are different opinions towards homework. Students differ in their opinion according to their achievement level, class level or teacher's effect.

In other studies, homework occupied a great position for female students more than male students like **Xu's study (2008)** which examined the variables that affect students' interest in homework at the secondary schools level. These variables were students' level and class level. The sample of the study consisted of 1046 students in grade eight from 63 classes and students in grade eleven 849 form 48 classes. Findings indicated the following:

- 1- Most of the differences in homework interest occurred at the students' level.
- 2- Females reported higher scores in homework interest than males.

The researcher thought that if this study were conducted in Palestine, the result would be the same because females spend more time at home than boys. For this reason, it is expected that females show higher interest in homework than males.

Differences in the attitudes of students towards homework, may be by presenting positive attitudes or negative ones, lead to some problems that teachers may face in the classroom. **Al-Sahel's study (2005)**, which was conducted in Kuwait, aimed at revealing the teachers' perspectives about the reasons of low achievement among the elementary graders. (520) males and females teachers participated in the study. The results indicated the following:

- 1- Homework negligence is one of the most related problems to low achievements.
- 2- Males and females teachers have the same reasons for low achievement.

This study brought homework problems together with students' problems in the basic skills as the most important problems teachers face in the classroom. This revealed the great importance of homework and its role in building the students' knowledge.

As homework negligence is considered one of the problems for teachers, giving homework assignments may serve as a solution to other problems that face the teacher in the classroom. This was conducted in **Semra's study (2009)** which aimed at determining and evaluating the problems that teachers of elementary schools face in classroom management. It also aimed at identifying the reasons of these problems and how to overcome them. The researcher interviewed eighteen teachers from different schools in Kayseri, Turkey. Findings revealed that teachers of elementary schools faced many serious problems like students' negligence of preparing their lessons and giving attention to the lesson. To overcome these problems, teachers employed homework as one of the important tools used with students.

This study reflected the importance of homework in overcoming the most serious problems faced in the classroom.

Attitudes towards homework are also connected with other features like time spent on homework and homework management. **Xu's study (2006)** aimed at investigating the relationship between time spent on homework and homework attitudes and homework management. 338 students in grades seven and eight participated in the study. The findings indicated the following:

- 1- There is a strong relationship between family help and positive attitudes towards homework.
- 2- There is an association between homework and positive attitudes towards homework and frequent use of homework management with students who spent more than three hours doing their homework.

The first result of the study is convincing, for family help and support influence students and increase their positive attitudes toward learning. But, the second result may be convincing only if the students take breaks during doing homework, for spending three hours on homework without having a rest is boring and leads to negative attitudes.

There are also other features that are connected with the attitudes toward homework. They are studied in **Ashar' & Abed's study (2008)** which aimed at revealing the students attitudes towards homework in Amman city. It also aimed at revealing the relationship between homework attitudes and four features: (gender, grade level, type of school and level of achievement). The sample of the study consisted of 1467 males and females students from public and private schools. Findings indicated the following:

- 1- The students' attitudes towards homework are better in public schools than in private ones.
- 2- There are no statistically significant differences in the students' attitudes towards homework due to gender or grade level.

The first result of the study is expected, for students in public schools receive help from their parents; this help leads to positive attitudes towards homework. But, students in private schools do not receive this help and support because students'

parents in such schools depend totally on teachers who assigned too much homework. This surely leads to negative attitudes toward homework.

The second result revealed that both males and females have the same attitudes toward homework in public and private schools. This came in contrast to other studies in which females appeared to have more positive attitudes towards homework.

As a result, it became clear that all of the previous studies the researcher mentioned showed positive attitudes towards homework from both teachers and parents while students showed different attitudes. This is expected, for teachers and parents usually seek to improve the students' achievement while students like to be free at home in order to practice other activities far from the atmosphere of school and subjects.

Second: Features of homework

It becomes clear that homework is an effective tool given to students in order to increase their understanding of the subjects. However, homework needs to be connected with many other features in order to increase this achievement. These features, such as time spent on homework, homework management and parental involvement, may come as interventions for students' achievement.

This section showed foreign and Arab related studies that deal with some features of homework and their association with students' achievement and effort.

Xu's Study (2007) aimed at revealing the association between student and family characteristics, homework characteristics and homework purposes with homework management. The sample of the study was 194 middle-school students in Grades 5 and 6. The study showed the following results:

- Grade level, amount of parental education, time spent on homework or extrinsic reasons for doing homework had no association with homework management.
- There was a positive association between family help and homework management.
- There was a positive association between homework interest and homework management.
- There was a positive association between intrinsic reasons for doing homework and homework management.

It is obvious in this study that the more parents provide help to their children, the better children care for their homework and organize it. However, this organization has no association with parents' education. And this what other studies like **Patall, Cooper & Robinson's study (2008)** tried to assure. Their study aimed at investigating the effect of parental involvement in homework. A meta analysis of fourteen studies revealed that parental involvement led to higher rates of homework completion, fewer homework problems, and better performance among elementary graders.

The result of this study is convincing, for parents play a major role in helping their children in homework especially with those in the elementary stages in which children totally depend on the teacher and the parents.

In contrast to the above studies, **Trautwein & Ludtke's Study (2009)** proved different results. Their study aimed at revealing the determinants of homework motivation and homework effort in six school subjects at three levels; students level, classroom level, and school level. The sample of the study consisted of 511 students in Grades 8 and 9. The results showed that homework motivation and homework effort were associated with homework quality and control. They also showed that

cognitive ability, family background, and parental homework help or control have little association with homework motivation.

It is acceptable to reveal that the quality and control of homework affect homework motivation and effort. But proving that parental help has little association with homework motivation needs to be thought of because the majority of studies proved that parental involvement in homework has its great effects on students motivation and effort.

It would have been better if the study examined these variables on one subject rather than six in order to get more precise results, for students' motivation differs from one subject to another according to the nature of the subject, the effect of the teacher and the teaching methods used.

Parental help and support are not the only features that affect homework. There are other features that affect it like time of homework. **Trautwein (2007)** conducted three studies to investigate the association between homework time and achievement and achievement gains. The results of the three studies revealed that there is a positive association between homework assignment and achievement and achievement gains. However, there is no positive effect between homework time and achievement.

These studies revealed that the concern is in the content of homework not in the time assumed for homework. Thus, teachers should take care of preparing good homework assignments that lead students to understand the subject. Teachers should also take care of the factors that affect homework and this what **Abdel-Salam's study (1995)** tried to reveal. His study aimed at identifying the factors that affect homework assignments and the criteria that should be taken into consideration in preparing homework assignments. It also aimed at identifying homework's objectives. To fulfill the aim of the study, The descriptive approach was followed. A random sample of 60

males and females teachers, 30 males and females head teachers and 60 parents were chosen. The results showed that homework was important for teachers, head teachers and parents and that there were several factors that affect homework; they are, home factors, school factors, students personal factors, and students' psychological factors. The study also revealed the main objective of the homework which is practising what students have learnt at school. Moreover, it revealed the criteria that should be taken into consideration during preparing homework assignments like considering the individual differences and the simplicity of the assignments.

This study gave teachers important insights to be taken into consideration during preparing effective homework and thus it facilitated their job. However, teachers should take care of the differences between cultures, environments, and students' characteristics.

When teachers take care of preparing good homework assignments, they can overcome many problems that may face in the classroom. One of these problem is the students' carelessness about their homework. **Sha'ot's study (2008)** aimed at revealing the reasons behind the students' carelessness of their homework. Three questionnaires for students, teachers and parents were distributed. 45 students from each grade from 4-9 and 15 students from grade three were chosen. The results of the study showed that there are reasons behind the students' carelessness of homework; they are as the following:

- 1- Low achievement of some students.
- 2- Students do not realize the importance of homework.
- 3- Students regard other activities in life that keep them away from doing their homework.
- 4- School pressure on the students.

- 5- Teachers do not check or evaluate the students' homework.
- 6- The broad relationship between the teacher and the students.
- 7- Some teachers do not take care of the individual differences between students when assigning homework.
- 8- Teachers assign too much homework.
- 9- Parents' carelessness.

As a result, it became clear that regarding homework objectives and homework drills has a great effect on the students' achievement. **Trautwein, Niggli, Schnyder & Ludtke's study (2009)** aimed at examining the relationship between teachers' homework objectives, implementation practices and attitudes toward parental involvement along with students' homework effort, homework emotion, and achievement. Data were collected from 63 males and females teachers of French as a second language and 1299 eighth graders. The study showed the following result.

- 1- There was a strong relationship between low emphasis on homework practices and homework effort and students' achievement.
- 2- There was a strong relationship between high emphasis on homework motivation and students' achievement.
- 3- There was an association between controlling homework assignment and less homework effort.
- 4- There was an association between controlling homework assignments and negative homework emotions.
- 5- There was an association between controlling homework assignment and high homework effort and positive homework emotions with students whose teachers supported homework autonomy rather than parental involvement.

It is noticed that this study studied overleapt features. It would have been better if it concentrated on one feature in order to get more precise results.

Other studies that studied several feature of homework include **Eunsook, Yun & Lonnie's study (2009)** which aimed at investigating the differences between Chinese students in six homework regulation constructs (utility value, intrinsic value, effort, persistence, planning, and self-checking). To fulfill the aim of the study, a sample of 330 seventh graders and 407 eleventh graders was chosen. They were males and females. Findings indicated the following:

- 1- Middle school students reported more regulated learning during homework than high-school students.
- 2- Utility value and effort were rated high by students while intrinsic value and self-checking were rated low.
- 3- There were no differences in homework self-regulation due to gender.
- 4- There were statistically significant differences in homework self regulation among the seventh graders due to the level of achievement.
- 5- There were no statistically significant differences in homework self regulation among the eleventh graders due to the level of achievement.

Like **Trautwein, Niggli, Schnyder & Ludtke's study (2009)**, this study also included overleapt factors, but its results are more convincing. However, the researcher thought that if this study was conducted on the elementary graders, the results would be different.

Xu's study (2006) examined the relationship between gender and grade level in terms of five features of home assignments. These include setting an appropriate environment, managing time, controlling attention, motivation, and emotions along with relevant homework behaviors and effective reactions towards homework. The

sample of the study consisted of 426 high school students in grades 9- 12. The study revealed the following results:

- 1- There was no association between the grade level and the five features of homework.
- 2- Females had the ability to manage their homework, their time and emotions more frequently than males.
- 3- Females spent more time doing their homework than males.
- 4- Females considered homework less boring than males.

This study supported the studies that confirmed the females' interest in organizing homework, for females have the ability of organizing more than males.

Cooper's study (2008) aimed at analyzing studies about homework. The findings of this study revealed that homework which included both practice of previously covered material and introduced new, preparatory material for upcoming topics along with same day content were superior to assignment that included only same day content.

This study is concerned with the types of homework. It clarified the importance of mixing the different types of homework together. However, this does not mean that students do not have to be exposed to one type of homework in a school day. Instead, it is preferred to have more than one type during teaching a whole unit.

Thus, it is clear that all the above studies in this section gave an integrated insight on homework and its feature and how these features are integrated together to affect the students' achievement.

Third: The relationship between homework and achievement

The most serious issue that occupied the minds of teachers, students, and parents is the issue of achievement. Teachers, students and parents do all their best in order to finalize this achievement which may be associated with the use of homework.

In this section, the researcher surveyed studies that revealed the relationship between homework and achievement. Most of these studies investigated the relationships between maths homework and achievement and a little of them revealed the relationship between homework and the acquisition of a second language.

Al-Menshawi's study (2007) investigated the relationship between homework and achievement in maths. The study used the experimental approach. The participant of the study were students in grade six from two classes. The first class was considered as the experimental group and the second as the control group. Pre and post test were used to fulfill the aim of the study. The study was implemented during ten days. The findings indicated that there was a positive association between homework and achievement in maths.

This study revealed the importance of homework and achievement. It revealed the same results of **Eren & Henderson's study (2008)** which aimed at investigating the effect of homework on the students achievement in maths. Findings indicated the following:

- 1- Homework was an important determinant of students' achievement.
- 2- Time spent for homework is a contributor to students achievement in maths.

This study investigated the effect of homework beside time spend on homework and reveal the positive relationship between homework and time spend on homework and achievement.

Other studies came to assure the above results like **Trautwein, Koller, Schmitz & Baumert's study (2005)** which aimed at investigating the relationship between homework and achievement in maths. The study was conducted in German. Data were collected from 1976 seventh graders from 125 classes. Intelligence, motivation, and the type of the secondary school were controlled in the study. The results showed the following:

- 1- There was a positive relationship between giving frequent home assignments and students' achievement in math.
- 2- There was a negative association between the length of home assignments and the students' achievement in math.

It becomes clear that the effectiveness of homework assignments is being achieved when the teacher gives short and frequent homework assignments.

There are other studies that focused on the effect of homework on science achievement as in **Kulab's study (1998)** which was conducted in Gaza and aimed at investigating the effect of homework on the achievement of the students in science and their attitudes towards science. The sample of the study consisted of three classes. One of the classes had pre homework which was given before a new lesson, the other had post homework which was given after teaching the lesson and the third had no homework. The study revealed the following results:

- There was a positive association between pre and post homework and achievement of the students in science.
- There were no statistically significant differences between the group with the pre homework and the other with the post homework.
- There was no association between homework and the students attitudes toward science.

This study illustrated that homework is important whether it is given before a future lesson or after a covered lesson. In other words, the two types of homework, practice homework type and preparatory home assignments, are of great importance and have a good effect on the students' achievement.

Like Kulab's study (1998), **Rose & James' study (2006)**, which was conducted in Canada, aimed at revealing the effect of homework on the students' achievement in science. The study followed the experimental approach in which a pre-post test was used to measure the students' achievement. The sample of the study was 720 students from a secondary school. The results of the study revealed the following:

- 1- There is a relationship between home assignments and students' achievement in science.
- 2- High achievers scored higher marks in the post test than in the pre test while low achievers scored almost the same result in the pre and the post test.

As there are studies that take care of the types of homework, there are other studies that are concerned with the contents of homework like **Villas' Study (1998)** which is conducted in Portugal and Luxembourg. The study aimed at investigating the effect of well-designed homework and parental involvement on the acquisition of the second language. The results indicated that there is a strong relation between effective homework assignment and parents' help and the high achievement.

This study confirmed the result of the previous studies concerning parental involvement and effective homework in increasing the students' achievements.

Teaching a second language needs practice and this practice can not be completed without homework, so some studies came to investigate the relationship between homework and achievement in the second languages.

Trautwein, Schnyder, Niggli, Neumann & Ludtke's Study (2009) aimed at investigating the association between homework and achievement in French as a second language. A sample of 1275 students from 70 classes in Switzerland was chosen. The association was tested at three levels. The study revealed the following:

- There was an association between frequent homework and positive emotions towards homework and high achievement.
- The association was strong between high homework effort and positive emotion towards homework along with high achievement.
- There was an association between high homework time and low achievement.
- There was an association between high homework effort, high homework time, positive emotion towards homework and positive evaluations of the learning gains.

Cooper, Lindsay, Nye & Greathouse's study (1999) aimed at revealing the relationship between the amount of homework assigned by teachers, the amount of homework completed by students and attitudes toward homework with students achievement. To fulfill the aim of the study, A questionnaire was distributed on 709 students at the elementary and secondary stages and 82 parents and teachers. Findings indicated the following:

- 1- There is no relationship between the amount of homework assigned by teachers and students achievement.
- 2- There is a positive association between the amount of homework completed by students and students' achievement in grades (6- 12).
- 3- Students in grades two and four reported negative attitude toward homework assigned by teachers.

Cooper's study (2006) aimed at analyzing sixty research studies on homework between 1987 and 2003 in different places. The study found that there was a positive

relationship between homework and achievement but this positive relation was very little with the elementary graders.

The study came to assure other studies' results which improve the positive relationship between homework and achievement.

Thus, it becomes clear that the majority of studies either in Arab countries or foreign ones supported giving homework assignments because of its great role in raising the students' achievement.

Commentary on the Previous Studies:

The researcher collected studies that deal with several aspects of homework. These studies differ in their aims, places, approaches followed, tools used, samples, educational stages and results.

First: The aim of the studies

The researcher divided the studies into three sections according to their aims. Some of these studies aimed at investigating the attitudes towards homework like Ahmad's study (1990), Tranter's study (2002) and Chedzoy & Burden's study (2007). Some studied the features of homework like Xu's study (2007) and Patall, Cooper & Robinson's study (2008). Others aimed at revealing the relationship between homework and achievement like Al-Menshawi's study (2007) and Kulab's study (1998).

Second: The place

The collected studies were conducted in different countries including foreign countries like Chedzoy & Burden's study (2007) which was conducted in Brazil and Semra's study (2009) which was conducted in Turkey. They also include Arab

studies like Asher and Abed's study (2008) which was conducted in Jordan and Kulab's study (1998) which was conducted in Palestine.

Third: The approach followed

The majority of the studies followed the descriptive approach like Semra's study (2009) and Abdel-Salam's study (1995) and a little of the studies followed the experimental approach like Kulab's study (1998).

Fourth: The tools used

The studies used different tools to reveal their results. Some studies used questionnaires and interviews for teachers, students and parents like Ahmad's study (1995) and Sha'ot's study (2008).Some used questionnaires and interviews for teachers and students like Abdel-Salam's study (1995). Others such as Al-Menshawi's study (2007) used a pre and a post test for students.

Fifth: Sample and educational stage

All of the collected studies depended on large samples. However, they vary in the types of schools. Some studies like Ahmad's study (1990) were conducted on elementary schools, some like Smith, Feldwisch & Abell's study (2006) were conducted in preparatory schools. Others like Xu's study (2008) were conducted in secondary ones.

Sixth: Results of the studies

The majority of these studies revealed the good effect of homework and its features on the students' achievement. They investigate this effect on both male and female students such as Al-Menshawi study (2007), Kulab study (1999), Trautwein, Schnyder, Niggli, Neumann & Ludtke's study (2009).

The previous studies attracted the researcher's attention to many features that are very important to be considered in the current study especially in preparing the

daily homework assignments for students in the experimental group. These features included homework time as when to give the homework assignments at the beginning of the class or at the end of it, the appropriate time for students to do their homework assignments and the quantity of homework assignments which should be given to students. They, also, included homework management, parental involvement, attitudes towards homework and characteristics of homework assignments.

However, the researcher suggested that some studies need to be revised because they might not suit the Arab students. Some studies proved that homework had a very little effect on elementary graders (Cooper 2006) but these studies might suit foreign students whose style of life is very different from that of Arabs. Foreign students spend long hours at school and need time to rest and play after school while Arab students have enough time at home to practice the daily activities.

Thus, the researcher conducted the current study to investigate the effectiveness of homework on the students' achievement in one of the elementary stages which is grade five.

The researcher also noticed that some Arab studies dealt with the association between homework and achievement in maths and science and no studies were conducted to investigate the relationship between homework and achievement in the English language. So, the current study came to complement the gap and investigate this association on the English language.

On the students' level in Gaza, it is very important to note that the siege and the occupation have a large effect on the students' absence from their schools; therefore, the relationship between the students and the school may be not satisfactory in some cases as what happened in the last war against Gaza in December 2008. Students left their schools for a long time without any contact and without any

homework assignments. This certainly affects the level of achievement among students in Gaza.

Summary: As seen above, this chapter sheds lights on the theoretical framework. It also discusses some previous studies that are relevant to the current one.

CHAPTER III

METHODOLOGY

Introduction

This study aimed at revealing the effectiveness of homework on the achievement of the fifth graders at UNRWA schools in Gaza governorate. To achieve the aim of the study, the researcher used valid tools after controlling the variables that may affect the results.

This chapter deals with the methodology of the study. It highlights eight major sections; the research design, the population and the sample of the study, the variables of the study, the instrumentation, the validity and the reliability of the instruments, and the procedures followed to collect data.

Research Design

The study followed the experimental approach. There were two groups; an experimental group and a control one. The experimental group was given daily homework assignments while the control one was left without homework.

The Population of the Study

The population of the study consisted of all the male and female fifth graders at UNRWA schools in Gaza Governorate for the school year (2009 – 2010). The population of the study was (4316) students; (2430) females and (1886) males.

The Sample of the Study.

The study dealt with two samples; an intended sample and a random one.

1- The intended sample

The intended sample consisted of (168) students. The students in the intended sample were distributed in four groups. Two experimental groups; a male experimental group consisted of (40) students and a female experimental group consisted of (44) students. And two control groups; a male control group consisted of (40) and a female control group consisted of (44). Two female students were excluded from the study because of their absence.

The researcher chose the intended sample from two elementary schools; Beach Elementary Co-Education "C" school and New Gaza Elementary Boys "A" school. The first school was chosen because the researcher had worked as a teacher in it for six years before she was transferred to a preparatory one. And the second school was chosen because it is the equivalent of the first one in the achievement test results in the second term of the school year (2008- 2009)

Table (3) shows the distribution of the sample.

Table (3)

The distribution of the sample

Group	Experimental	Control
Male	40	40
Female	42	44

The subjects of the sample were equal in their general achievement and their achievement in the English language according to the statistical treatment of their results in September Exam (2009). Also, age variable of the sample was controlled by measuring the students' ages before the study.

2- A random sample

The random sample consisted of 30 fifth male graders from New Gaza Elementary Boys A school other than the main sample to measure the validity and reliability of the test before implementing it on the intended sample.

Variables of the Study

The following variables were included in the study:

1- The independent variables

- a- Homework assignments
- b- Gender (males and females)
- c- The students' ability in English language (high achievers – low achievers)

2- The dependent variables

The students' achievement in English language.

Controlling the variables

Before the study was conducted, the researcher had controlled the following variables:

1- Age variable:

The students' ages were recorded from their schools files at the beginning of the school year (2009 – 2010) and were measured by using T-test and Mann Whitney U Test to find any statistical differences between students in the

experimental and the control group. Table (4) & (5) show that there were no statistically significant differences between the groups due to age variable.

Table (4)

T-test results for controlling age variable

Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Experimental	82	11.145	0.346	1.068	0.287	not sig.
Control	84	11.088	0.368			
Exp. male	40	11.132	0.315	0.557	0.579	not sig.
Cont. male	40	11.091	0.372			
Exp. female	42	11.160	0.380	0.936	0.352	not sig.
Cont. female	44	11.084	0.367			

Mann Whitney Test was used to measure the statistical differences between male high achievers in the experimental group (Exp. M. H. A.) and their peers in the control group (Cont. M. H. A.), female high achievers in the experimental group (Exp. F. H. A.) with their peers in the control group (Cont. F. H. A.), male low achievers in the experimental (Exp. L. A. M.) with male low achievers in the control group (Cont. M. L. A.) and female low achievers in the experimental group (Exp. F. L. A.) with their peers in the control one (Cont. F. L. A.) .

Table (5)

Mann- Whitney Test for controlling age variable

Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Exp. M. H. A	11	14.091	155.000	32.000	1.889	0.059	not sig.
Contr. M. H. A.	11	8.909	98.000				
Total	22						
Exp. F. H. A	11	13.818	152.000	35.000	1.684	0.092	not sig.
Contr. F. H. A.	11	9.182	101.000				
Total	22						
Exp. M. L. A.	11	10.545	116.000	50.000	0.697	0.486	not sig.
Contr. M. L. A.	11	12.455	137.000				
Total	22						
Exp. F. L. A.	11	11.091	122.000	56.000	0.301	0.764	not sig.
Contr. F. L. A.	11	11.909	131.000				
Total	22						

General Achievement Variables

T-test and Mann Whitney Test were used to measure any statistical differences between the groups in their general achievement in the school subjects other than English. The students' results in September (2009) were recorded and analyzed. Tables (6) & (7) show that there were no statistically significant differences among the groups due to their general achievement.

Table (6)

T-test for controlling general achievement variable

Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Experimental	82	70.147	12.093	0.480	0.632	not sig.
Control	84	71.048	12.669			
Exp. male	40	67.210	12.360	0.719	0.474	not sig.
Cont. male	40	69.261	14.339			
Exp. female	42	73.223	11.136	0.165	0.869	not sig.
Cont. female	44	72.835	10.610			

Table (7)

Mann Whitney Test for controlling general achievement variable

GROUPS	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Exp. M. H. A	11	11.682	128.500	58.500	0.132	0.895	not sig.
Contr. M. H. A.	11	11.318	124.500				
Total	22						
Exp. F. H. A	11	12.364	136.000	51.000	0.628	0.530	not sig.
Contr. F. H. A.	11	10.636	117.000				
Total	22						
Exp. M.L. A.	11	9.773	107.500	41.500	1.368	0.171	not sig.
Contr. M. L. A.	11	13.227	145.500				
Total	22						
Exp. F. L. A.	11	13.273	146.000	41.000	1.303	0.193	not sig.
Contr. F. L. A.	11	9.727	107.000				
Total	22						

General Achievement in the English Language variable

T-test and Mann Whitney Test were used to measure any statistical differences between the groups in their general achievement in the English language. The students' results in September (2009) were recorded and analyzed. Tables (8) & (9) show that there were no statistically significant differences between the groups due to their general achievement in English language.

Table (8)

T-test for controlling general achievement variable in English language

Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Experimental	82	12.325	3.793	0.146	0.884	Not sig.
Control	84	12.238	4.051			
Exp. male	40	12.357	4.077	0.542	0.589	Not sig.
Cont. male	40	11.886	3.972			
Exp. female	42	12.295	3.547	0.359	0.720	Not sig.
Cont. female	44	12.590	4.144			

Table (9)

Mann Whitney Test for controlling general achievement variable

Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Exp. M. H. A	11	12.18	134.00	53.000	0.496	0.652	not sig.
Contr. M. H. A.	11	10.82	119.00				
Total	22						
Exp. F. H. A	11	12.55	138.00	49.000	0.761	0.447	not sig.
Contr. F. H. A.	11	10.45	115.00				
Total	22						
Exp. M. L. A.	11	13.27	146.00	41.000	1.294	0.196	not sig.
Contr. M. L. A.	11	9.73	107.00				
Total	22						
Exp. F. L. A.	11	11.55	127.00	60.000	0.033	0.973	not sig.
Contr. F. L. A.	11	11.45	126.00				
Total	22						

Previous Learning Variable

The pre achievement test was applied on the sample before the study was conducted to measure the students' achievement in the experimental group and in the control one and to insure that they were equal in their previous learning variable.

T-test and Mann Whitney Test were used to measure any statistical differences among the groups in their previous learning. The results in tables (10), (11), (12), (14), (15) & (16) show that there were no statistical differences between the groups in the previous learning variable.

Table (10)

T-test for controlling previous learning variable

scope	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Listening	Experimental	82	4.965	1.797	0.211	0.833	not sig.
	Control	84	5.017	1.429			
Speaking	Experimental	82	4.977	1.745	0.628	0.531	not sig.
	Control	84	4.818	1.581			
Reading	Experimental	82	5.186	1.673	1.527	0.129	not sig.
	Control	84	4.790	1.748			
Writing	Experimental	82	5.023	1.692	0.220	0.826	not sig.
	Control	84	4.972	1.392			
Vocabulary & Structure	Experimental	82	5.006	1.712	0.479	0.633	not sig.
	Control	84	4.886	1.575			
sum before	Experimental	82	25.157	7.187	0.641	0.522	not sig.
	Control	84	24.483	6.671			

Table (11)

T-test for controlling previous learning variable between males in the experimental group and their peers in the control group

scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Listening	Exp. Male	40	5.102	1.645	0.217	0.829	not sig.
	Cont. Male	40	5.170	1.285			
Speaking	Exp. Male	40	5.057	1.726	0.892	0.375	not sig.
	Cont. Male	40	4.727	1.740			
Reading	Exp. Male	40	5.193	1.739	1.053	0.295	not sig.
	Cont. Male	40	4.807	1.702			
Writing	Exp. Male	40	4.727	1.790	1.391	0.168	not sig.
	Cont. Male	40	5.193	1.317			
Vocabulary & Structure	Exp. Male	40	4.830	1.971	0.387	0.700	not sig.
	Cont. Male	40	4.977	1.592			
sum before	Exp. Male	40	24.909	7.644	0.022	0.982	not sig.
	Cont. Male	40	24.875	6.829			

Table (12)

T-test for controlling previous learning variable between females in the experimental group and their peers in the control group

scope	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Listening	Exp. Female	42	4.821	1.953	0.111	0.912	not sig.
	Cont. Female	44	4.864	1.560			
Speaking	Exp. Female	42	4.893	1.782	0.047	0.963	not sig.
	Cont. Female	44	4.909	1.419			
Reading	Exp. Female	42	5.179	1.622	1.092	0.278	not sig.
	Cont. Female	44	4.773	1.812			
Writing	Exp. Female	42	5.333	1.545	1.810	0.074	not sig.
	Cont. Female	44	4.750	1.445			
Vocab & Str.	Exp. Female	42	5.190	1.392	1.232	0.221	not sig.
	Cont. Female	44	4.795	1.571			
sum before	Exp. Female	42	25.417	6.757	0.923	0.359	not sig.
	Cont. Female	44	24.091	6.565			

Table (13)

Mann Whitney Test for controlling previous learning variable between male high achievers in the experimental group and their peers in the control group

scope	GROUPS	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Listening	Exp. M. H. A.	11	13.636	150.000	37.000	1.563	0.118	not sig.
	Contr. M. H. A.	11	9.364	103.000				
	Total	22						
Speaking	Exp. M.H. A.	11	12.773	140.500	46.500	0.930	0.352	not sig.
	Contr. M. H. A.	11	10.227	112.500				
	Total	22						
Reading	Exp. M. H. A.	11	12.818	141.000	46.000	0.967	0.334	not sig.
	Contr. M. H. A.	11	10.182	112.000				
	Total	22						
Writing	Exp. M. H. A.	11	13.000	143.000	44.000	1.096	0.273	not sig.
	Contr. M. H. A.	11	10.000	110.000				
	Total	22						
Vocab. & Str.	Exp. M. H. A.	11	12.773	140.500	46.500	0.928	0.353	not sig.
	Contr. M. H. A.	11	10.227	112.500				
	Total	22						
sum before	Exp. M. H. A.	11	13.045	143.500	43.500	1.118	0.263	not sig.
	Contr. M. H. A.	11	9.955	109.500				
	Total	22						

Table (14)

Mann Whitney Test for controlling previous learning variable between female high achievers in the experimental group and their peers in the control group

scope	GROUPS	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Listening	Exp. F. H. A.	11	11.636	128.000	59.000	0.100	0.921	not sig.
	Cont. F. H. A.	11	11.364	125.000				
	Total	22						
Speaking	Exp. F. H. A.	11	13.864	152.500	34.500	1.732	0.083	not sig.
	Cont. F. H. A.	11	9.136	100.500				
	Total	22						
Reading	Exp. F. H. A.	11	12.455	137.000	50.000	0.696	0.486	not sig.
	Cont. Fe. H. A.	11	10.545	116.000				
	Total	22						
Writing	Exp. F. H. A.	11	12.864	141.500	45.500	1.012	0.312	not sig.
	Cont. F. H. A.	11	10.136	111.500				
	Total	22						
Vocab & Str.	Exp. F. H. A.	11	12.773	140.500	46.500	0.936	0.349	not sig.
	Cont. F. H. A.	11	10.227	112.500				
	Total	22						
sum before	Exp. F. H. A.	11	13.182	145.000	42.000	1.220	0.223	not sig.
	Cont. F. H. A.	11	9.818	108.000				
	Total	22						

Table (15)

Mann Whitney Test for controlling previous learning variable between male low achievers in the experimental group and their peers in the control group

scope	Groups	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Listening	Exp. M.L. A.	11	11.636	128.000	59.000	0.101	0.920	not sig.
	Cont. M. L. A.	11	11.364	125.000				
	Total	22						
Speaking	Exp. M. L. A.	11	13.455	148.000	39.000	1.488	0.137	not sig.
	Cont. M. L. A.	11	9.545	105.000				
	Total	22						
Reading	Exp. M. L. A.	11	13.591	149.500	37.500	1.531	0.126	not sig.
	Cont. M. L. A.	11	9.409	103.500				
	Total	22						
Writing	Exp. M. L. A.	11	10.273	113.000	47.000	0.952	0.341	not sig.
	Cont. M. L. A.	11	12.727	140.000				
	Total	22						
Vocab & Str.	Exp. M. L. A.	11	11.864	130.500	56.500	0.266	0.790	not sig.
	Cont. M. L. A.	11	11.136	122.500				
	Total	22						
sum before	Exp. M. L. A.	11	12.136	133.500	53.500	0.462	0.644	not sig.
	Cont. . M.L. A	11	10.864	119.500				
	Total	22						

Table (16)

Mann Whitney Test for controlling previous learning variable between female low achievers in the experimental group and their peers in the control group

scope	GROUPS	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Listening	Exp. F. L. A.	11	12.227	134.500	52.500	0.536	0.592	not sig.
	Cont. F. L. A.	11	10.773	118.500				
	Total	22						
Speaking	Exp. F. L. A.	11	12.091	133.000	54.000	0.436	0.663	not sig.
	Cont. F. L. A.	11	10.909	120.000				
	Total	22						
Reading	Exp. F. L. A.	11	11.818	130.000	57.000	0.237	0.813	not sig.
	Cont. F. L. A.	11	11.182	123.000				
	Total	22						
Writing	Exp. F. L. A.	11	12.727	140.000	47.000	0.906	0.365	not sig.
	Cont. F. L. A.	11	10.273	113.000				
	Total	22						
Vocab & Str.	Exp. F. L. A.	11	12.273	135.000	52.000	0.565	0.572	not sig.
	Cont. F. L. A.	11	10.727	118.000				
	Total	22						
sum before	Exp. F. L. A.	11	12.591	138.500	48.500	0.792	0.428	not sig.
	Cont. F.L. A.	11	10.409	114.500				
	Total	22						

Instrumentation

The study aimed at revealing the effectiveness of English home assignments on the achievement of the fifth graders at UNRWA schools in Gaza city. To fulfill the aim of the study, the researcher used a pre and a post achievement test in order to measure the students' achievement before and after the study. (appendices p.109) Moreover, she distributed daily home assignments on the experimental group to measure the effectiveness of these assignments.

1- The Pre-post Test

The Aim of the Test

The test aimed at measuring the effectiveness of giving English home assignments on the achievement of the fifth graders at UNRWA schools in Gaza governorate.

The Items of the Test

The test included five skills whose marks were distributed equally. The items were as the following:

1- Listening

The test included ten items to measure the students' ability in listening to spoken language. The students were exposed to listen to four sentences and number the pictures according to what they listened to. Then, they were exposed to listen to a paragraph and fill a table.

2- Speaking

The test also included ten items to measure the students' ability in speaking. The students had to complete a dialogue of six items. Then, they were asked to match two groups.

3- Reading

This scope included ten items to measure the students' ability in reading short passages. The students had to read the passage and answer comprehension questions.

4- Writing

This skill was presented in nine items. It aimed at measuring the students' ability in writing. The students had to punctuate and reorder sentences.

5-Vocabulary and Structure

This scope included ten items. It aimed at measuring the students' knowledge and ability to use the language. The items were categorized into two groups; odd one out and choose the right answer.

The Pilot Study

To examine the validity and the reliability, the test was conducted on a random sample of (30) students from New Gaza Elementary Boys "A" School. The results of the test were recorded and statistically analyzed. The researcher modified some items according to the statistical results.

The Validity of the Test

The test is valid when it measures what it is designed to measure (Abu Nahia, 1998, p.160). The referee validity, the content validity and the internal consistency validity were confirmed in the current study.

1- The Referee Validity

The items of the test were reviewed by a group of teachers, head teachers and supervisors who are specialized in methodology in UNRWA schools. The items were

modified according to their suggestions. The researcher omitted one item in the listening skill and modified the items of the speaking skill.

2- The Content Validity

Mackey & Gass (2005, p.107) stated that the content validity refers to the representativeness of measurement regarding the phenomenon about which we want information.

To ensure the content validity, the researcher reviewed the content analysis of the fifth grade book " English for Palestine" (appendix, p.149) and specified the skills included. In addition, the researcher specified the teaching objectives for the units from 4 to 9 and designed enough numbers of items for the pre-post achievement test and the homework assignments. Then, she selected a representative sample of these items that balances the appearance of the skills in the fifth grade book.

The Internal Consistency Validity

To insure the internal consistency validity, the researcher measured the correlation of the degree of each item with the total degree.

Table (17) shows that the correlation coefficient ranges between (0.788 – 0.94).

This revealed the strong correlation among the skills used in the test.

Table (17)

Correlation coefficient of each domain with the total degree of the test

domain	Pearson Correlation	Sig. level
Listening	0.886	Sig. at 0.01
Speaking	0.854	Sig. at 0.01
Reading	0.785	Sig. at 0.01
Writing	0.948	Sig. at 0.01
Vocab & Str.	0.942	Sig. at 0.01

The Reliability of the test

To insure the reliability, the test was conducted on a random sample from New Gaza Elementary Boys "A" School. Then it was repeated after two weeks on the same sample under the same conditions. The results of the pre-post test is computed and statistically analyzed. Table (18) shows that the correlation coefficient of the test ranges between (0.75 – 0.88). Accordingly, the test proved to be reliable.

Table (18)

Correlation coefficient between the pre and the post test

Domain	Pearson Correlation	Sig. level
Listening	0.79	Sig. at 0.001
Speaking	0.78	Sig. at 0.001
Reading	0.88	Sig. at 0.001
Writing	0.81	Sig. at 0.001
Vocab & Str.	0.75	Sig. at 0.001

Difficulty Coefficient

Abu Nahia 1998, p.146 stated that the difficulty coefficient is defined as the percentage of students who give right answers in the items of the test. It is calculated by using the following formula.

$$\text{Difficulty Coefficient} = \frac{\text{Number of students who gave right answers} \times 100}{\text{Total number of students}}$$

According to this formula, the difficulty coefficient of the test items ranges between (27.73 – 72.12) with a total mean (47.973). So, all of the items were accepted.

Discrimination Coefficient

Abu Nahia (1998, p.151) refers to the discrimination coefficient as the ability of the items to discriminate between the higher group and the lower one. It is measured by using the following formula.

Discrimination Coefficient =

$$\frac{\text{The number of correct answers in the higher group} - \text{The number of correct answer in lower group} \times 100}{2 \text{ The total number of the students in higher and lower groups}}$$

According to this formula, the discrimination coefficient of the test items ranges between(0.26 – 0.48) with a total mean (0.363). So, all the items of the test were excepted.

2- The Home Assignments of the Study

To accomplish the aim of the study, the researcher constructed twenty daily home assignments for each lesson from unit 4 to unit 9 of Grade 5 book "English for Palestine." The assignments were distributed daily on pieces of papers to the students in the experimental group. They were daily checked by the teacher in order to give the students the chance to receive feedback for their work.

The Validity of the assignments

To ensure the Validity of the assignments, the researcher presented the assignments to a group of teachers, head teachers, and supervisors. She modified the items of the assignments according to their suggestions.

Description of the Home assignments

The study used twenty assignments. They were designed from unit 4 to unit 9 of grade five book " English for Palestine". Each unit has four lessons and the assignments included activities for each of these lessons. They were divided into three

groups to fit all the levels of the students; high achievers, average achievers and low achievers. Besides, the assignments used variety of activities for the basic skills and the sub-skills of English language.

The assignments were distributed to students on pieces of papers in which the number of the lesson, the day and the date of the assignments, and the deadlines were referred. Students had to write their names in order to be checked and returned back again to students to receive feedback for their work.

The assignments were provided with clear instructions and supported with clear pictures. They also included a variety of homework types; practice, preparatory, application, extension and cooperative homework type. In addition, they use a mixture of activities like reading, writing, searching, rearranging and classifying.

Statistical Analysis

- The researcher collected data to measure the differences between students in the experimental group and those in the control one by using the Statistical Package for Social Science (SPSS).
- To ensure the validity and the reliability of the tools used for the study, Pearson correlation was used.
- To measure any statistical differences between the experimental groups and the control ones, T-test and Mann Whitney Test were used.
- Eta square " η^2 " value and "d" value were used to measure the effect size of homework on the achievement of the fifth graders.

Data Collection Procedures

The researcher followed the following procedures in order to collect the data:

- 1- Collecting previous studies concerning homework.
- 2- Collecting the theoretical framework which brings a full description for homework.
- 3- Studying the content analysis of the units from 4- 9 of Grade Five " English for Palestine".
- 4- Specifying the objectives of the mentioned units according to the content.
- 5- Designing a timetable for giving the assignments; the researcher specified thirty lessons.
- 6-Building a pre and a post test to measure the students achievement level before and after the study.
- 7- Constructing twenty home assignments from unit 4 to unit 9.
- 8-Consulting experts in the English language curriculum to make sure of the validity of the tools used for study.
- 9- Conducting the test on a random sample of thirty students to insure the reliability.
- 10-Implementing the tools of the study on four group from the fifth graders; males experimental group, females experimental group, males control group and females control group.
- 11-Collecting data by using "SPSS" to reveal the statistically significant differences among the groups due to the use of homework.
- 12-Providing the study with recommendations and suggestions according to the findings of the study.

Summary: This chapter brings a full description for the methodology of the study. It shows the following areas: the research design, the population and the sample of the study, the variables of the study, the instrumentation, validity and reliability of the instruments, and the procedures followed to collect data.

CHAPTER IV

RESULT ANALYSIS

Introduction

This study aimed at investigating the effectiveness of giving home assignments on the achievement of the fifth graders at UNRWA schools in Gaza governorate. To achieve this aim, T-test, Mann Whitney test, mean and standard deviation , Eta square value " η^2 " and "d " value have been used.

This chapter presents the statistical analysis of the data collected throughout the study.

Data Analysis

1- The First Hypothesis

- There are statistically significant differences at ($\alpha \leq 0.05$) between the means of male and female students in the experimental group and those in the control group due to the use of home assignments.

To investigate the first hypothesis, mean and standard deviation of the experimental and the control groups' results were computed. T-Test Independent Sample was used to measure the significant differences between the two groups due to the use of home assignments.

Table (19) shows that "t" computed value is larger than "t" table value in all domains and the total degree. This means that there are statistical significant differences between the experimental group and the control group in all domains and the total degree in favour of the experimental group due to the English home assignment. Consequently, the hypothesis is accepted.

Table (19)

T-Test Independent Sample results of the differences between the experimental and the control group for all domains and the total degree.

Scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Listening	experimental	86	6.843	2.051	6.174	0.000	sig. at 0.01
	control	88	5.068	1.731			
Speaking	experimental	86	6.837	1.983	6.796	0.000	sig. at 0.01
	control	88	4.955	1.660			
Reading	experimental	86	6.663	2.134	6.181	0.000	sig. at 0.01
	control	88	4.892	1.614			
Writing	experimental	86	6.837	1.939	6.010	0.000	sig. at 0.01
	control	88	5.199	1.648			
Vocab & Str.	experimental	86	6.820	2.072	6.172	0.000	sig. at 0.01
	control	88	4.943	1.938			
sum after	experimental	86	34.000	7.992	7.679	0.000	sig. at 0.01
	control	88	25.057	7.363			

“t” table value at (172) d f. at (0.05) sig. level equal 1.96

“t” table value at (172) d f. at (0.01) sig. level equal 2.58

To calculate the effect size of English home assignments on the students' achievement, the researcher computed Eta square " η^2 " by using the following equation:

$$\eta^2 = \frac{t^2}{t^2 + df}$$

Also, the researcher calculated "d" value by using the following equation:

$$d = \frac{2t}{\sqrt{df}}$$

Table (20) shows the level of the effect size for each domain. It indicates the large effect of the English home assignments on the students' achievement.

Table (20)

The reference table to determine the level of effect size (η^2) and (d)

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14
d	0.2	0.5	0.8

Table (21)

"t" value, eta square " η^2 " and "d" for each domain and the total degree

Domain	t value	η^2	d	Effect volume
Listening	6.174	0.181	0.942	Large
Speaking	6.796	0.212	1.036	Large
Reading	6.181	0.182	0.943	Large
Writing	6.010	0.174	0.917	Large
Vocab & Str.	6.172	0.181	0.941	Large
sum after	7.679	0.255	1.171	Large

2- The Second Hypothesis

- There are statistically significant differences at ($\alpha \leq 0.05$) between the means of males in the experimental group and those in the control group due to the use of the home assignments.

To investigate the second hypothesis, mean and standard deviation of the male experimental male and the control male groups' result were computed. T-Test Independent Sample was used to measure the significance differences between the two groups due to the use of home assignments.

Table (22) shows that "t" computed value is larger than "t" table value in all domains and the total degree. This means that there are statistical significant differences between the experimental group and the control group in all sub-domains and the total degree in favour of the experimental male group due to the English home assignments. Accordingly, the hypothesis is accepted.

Table (22)

T-Test Independent Sample results of the differences between the experimental and the control group for all domains and the total degree

Scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Listening	Exp. male	44	6.761	2.147	4.009	0.000	sig. at 0.01
	Control male	44	5.136	1.619			
Speaking	Exp. male	44	7.114	1.895	4.759	0.000	sig. at 0.01
	Control male	44	5.239	1.800			
Reading	Exp. male	44	6.750	2.056	4.468	0.000	sig. at 0.01
	Control male	44	4.989	1.616			
Writing	Exp. male	44	6.852	1.797	4.333	0.000	sig. at 0.01
	Control male	44	5.341	1.458			
Vocab. & Str.	Exp. male	44	6.932	2.279	4.265	0.000	sig. at 0.01
	Control male	44	5.102	1.704			
sum after	Exp. male	44	34.409	6.918	5.671	0.000	sig. at 0.01
	Control male	44	25.807	7.305			

“t” table value at (86) d f. at (0.05) sig. level equal 1.98

“t” table value at (86) d f. at (0.01) sig. level equal 2.62

To calculate the effect size of the home assignments on the achievement of the fifth graders, the researcher used " η^2 " and "d". Table (23) clarifies the large effect of homework on the students who get home assignments.

Table (23)

"t" value, eta square " η^2 " and "d" for each domain and the total degree

Domain	t value	η^2	d	Effect volume
Listening	4.009	0.161	0.875	Large
Speaking	4.759	0.212	1.038	Large
Reading	4.468	0.192	0.975	Large
Writing	4.333	0.183	0.946	Large
Vocabulary & Structure	4.265	0.178	0.931	Large
sum after	5.671	0.277	1.238	Large

3- The Third Hypothesis

- There are statistically significant differences at ($\alpha \leq 0.05$) between the means of females in the experimental group and those in the control one due to the use of home assignments.

To investigate the first hypothesis, mean and standard deviation of the females experimental and the females control group's result were computed. T-Test Independent Sample was used to measure the significance differences between the two groups due to the use of home assignments.

Table (24) shows that "t" computed value is larger than "t" table value in all domains and the total degree. This means that there are statistical significant differences between the experimental group and the control one in all domains and the total degree in favour of the female experimental group. Consequently, the hypothesis is accepted.

Table (24)

T-Test Independent Sample results of the differences between the experimental and the control groups for all domains and the total degree

scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Listening	Exp. female	42	6.929	1.968	4.682	0.000	sig. at 0.01
	Control female	44	5.000	1.852			
Speaking	Exp. female	42	6.548	2.054	4.886	0.000	sig. at 0.01
	Control female	44	4.670	1.474			
Reading	Exp. female	42	6.571	2.235	4.228	0.000	sig. at 0.01
	Control female	44	4.795	1.626			
Writing	Exp. female	42	6.821	2.101	4.165	0.000	sig. at 0.01
	Control female	44	5.057	1.824			
Vocab & Str.	Exp. female	42	6.702	1.851	4.418	0.000	sig. at 0.01
	Control female	44	4.784	2.155			
sum after	Exp. female	42	33.571	9.048	5.200	0.000	sig. at 0.01
	Control female	44	24.307	7.429			

“t” table value at (84) d f. at (0.05) sig. level equal 1.98

“t” table value at (84) d f. at (0.01) sig. level equal 2.62

To calculate the effect size of the home assignments, the researcher used " η^2 " and "d" values. Table (25) indicates the large effect of homework on the students' achievement.

Table (25)

"t" value, eta square " η^2 ", and "d" for each domain and the total degree

Domain	t value	η^2	d	Effect volume
Listening	4.682	0.207	1.022	Large
Speaking	4.886	0.221	1.066	Large
Reading	4.228	0.175	0.923	Large
Writing	4.165	0.171	0.909	Large
Vocab & Str.	4.418	0.189	0.964	Large
sum after	5.200	0.244	1.135	Large

4- The Fourth Hypothesis

- There are statistically significant differences at ($\alpha \leq 0.05$) between the means of male high achievers in the experimental group and their peers in the control group due to the use of home assignments.

To investigate the fourth hypothesis, the researcher used Mann-Whitney Test for independent samples.

Table (26) shows that "z" computed value is larger than "z" table value in all domains and the total degree. This means that there are statistical significant differences between the experimental group and the control group in all domains and the total degree in favour of the male high achievers in the experimental group due to the English home assignments. Thus, the hypothesis is accepted.

Table (26)

Mann-Whitney Test results of the differences between male high achievers in the experiment group and their peers in the control one for all domains and the total.

degree

Scope	Groups	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Listening	Exp. M. H. A.	11	14.545	160.000	27.000	2.221	0.026	sig. at 0.05
	Cont. M. H. A.	11	8.455	93.000				
	Total	22						
Speaking	Exp. M. H. A.	11	15.909	175.000	12.000	3.241	0.001	sig. at 0.01
	Cont. M. H. A.	11	7.091	78.000				
	Total	22						
Reading	Exp. M.H. A.	11	15.136	166.500	20.500	2.650	0.008	sig. at 0.01
	Cont. M. H. A.	11	7.864	86.500				
	Total	22						
Writing	Exp. M.H. A.	11	14.182	156.000	31.000	1.978	0.048	sig. at 0.05
	Cont. M. H. A.	11	8.818	97.000				
	Total	22						
Vocab. & Str.	Exp. M.H. A.	11	15.182	167.000	20.000	2.684	0.007	sig. at 0.01
	Cont. M. H. A.	11	7.818	86.000				
	Total	22						
sum after	Exp. M.H. A.	11	15.545	171.000	16.000	2.930	0.003	sig. at 0.01
	Cont. M. H. A.	11	7.455	82.000				
	Total	22						

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

To measure the effect size of English the home assignments on the achievement of the students, the researcher calculated " η^2 " and "d" values according to the following equation.

$$\eta^2 = \frac{Z^2}{Z^2 + 4}$$

Table (27)

The reference table to determine the level of size effect (η^2) by Z value

Test	Effect volume		
	Small	Medium	Large
η^2	0.20	0.50	0.80

Table (28) shows that the effect size of homework is medium in all domains and the total degree.

Table (28)

"Z" value and Eta square " η^2 " for each domain and the total degree

Domain	Z	Z ²	Z ² + 4	η^2	Size effect
Listening	2.221	4.933	8.933	0.552	medium
Speaking	3.241	10.504	14.504	0.724	medium
Reading	2.650	7.023	11.023	0.637	medium
Writing	1.978	3.912	7.912	0.494	medium
Vocab & Str.	2.684	7.204	11.204	0.643	medium
sum after	2.930	8.585	12.585	0.682	medium

5- The Fifth Hypothesis

- There are statistically significant differences at ($\alpha \leq 0.05$) between the means of female high achievers in the experimental group and their peers in the control group due to the use of home assignments.

To investigate the fifth hypothesis, the researcher used Mann-Whitney Test for independent sample.

Table (29) shows that "z" computed value is larger than "z" table value in all domains and the total degree. This means that there are statistical significant differences between the experimental high achiever female group and the control high achiever female group in all domains and the total degree in favour of the female high achievers in the experimental group due to the English home assignments. As a result, the hypothesis is accepted.

Table (29)

Mann-Whitney Test results of the differences between female high achievers in the experimental group and their peers in the control group for all domains and the total degree

Scope	Groups	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Listening	Exp. F. H. A.	11	15.409	169.500	17.500	2.879	0.004	sig. at 0.01
	Cont. F. H. A.	11	7.591	83.500				
	Total	22						
Speaking	Exp. F.H. A.	11	15.864	174.500	12.500	3.180	0.001	sig. at 0.01
	Cont. F. H. A.	11	7.136	78.500				
	Total	22						
Reading	Exp. F.H. A.	11	15.909	175.000	12.000	3.221	0.001	sig. at 0.01
	Cont. F. H. A.	11	7.091	78.000				
	Total	22						
Writing	Exp. F.H. A.	11	15.045	165.500	21.500	2.589	0.010	sig. at 0.01
	Cont. F. H. A.	11	7.955	87.500				
	Total	22						
Vocab & Str.	Exp. F.H. A.	11	14.591	160.500	26.500	2.252	0.024	sig. at 0.05
	Cont. F. H. A.	11	8.409	92.500				
	Total	22						
sum after	Exp. F. H. A.	11	15.773	173.500	13.500	3.090	0.002	sig. at 0.01
	Cont. F. H. A.	11	7.227	79.500				
	Total	22						

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

To calculate the effect size of homework, the researcher used " η^2 " value. Table (30) indicates the medium effect of homework on the achievement of the female high achievers.

Table (30)

"Z" value and eta quare " η^2 " for each domain and the total degree

Domain	Z	Z ²	Z ² + 4	η^2	Size effect
Listening	2.879	8.289	12.289	0.674	medium
Speaking	3.180	10.112	14.112	0.717	medium
Reading	3.221	10.375	14.375	0.722	medium
Writing	2.589	6.703	10.703	0.626	medium
Vocab & Str.	2.252	5.072	9.072	0.559	medium
sum after	3.09	9.548	13.548	0.705	medium

6- The Sixth Hypothesis

- There are statistically significant differences at ($\alpha \leq 0.05$) between the means of male low achievers in the experimental group and their peers in the control group.

To investigate the sixth hypothesis, the researcher used Mann-Whitney Test for independent sample.

Table (31) shows that "z" computed value is larger than "z" table value in all domains and the total degree. This means that there are statistical significant differences between the experimental male low achievers group and the control low achiever group in all domains and the total degree in favour of the male low achievers in the experimental group due to the English home assignments. Consequently, the hypothesis is accepted.

Table (31)

Mann-Whitney Test results of the differences between male low achievers in the experimental group and their peers in the control group for all domains and the total degree

Scope	Groups	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Listening	Exp. M. L. A.	11	14.864	163.500	23.500	2.459	0.014	sig. at 0.05
	Cont. M. L. A.	11	8.136	89.500				
	Total	22						
Speaking	Exp. M. L. A.	11	15.682	172.500	14.500	3.063	0.002	sig. at 0.01
	Cont. M. L. A.	11	7.318	80.500				
	Total	22						
Reading	Exp. M. L. A.	11	15.182	167.000	20.000	2.696	0.007	sig. at 0.01
	Cont. M. L. A.	11	7.818	86.000				
	Total	22						
Writing	Exp. M.L. A.	11	15.318	168.500	18.500	2.780	0.005	sig. at 0.01
	Cont. M. L. A.	11	7.682	84.500				
	Total	22						
Vocab & Str.	Exp. M. L. A.	11	15.091	166.000	21.000	2.606	0.009	sig. at 0.01
	Cont. M. L. A.	11	7.909	87.000				
	Total	22						
sum after	Exp. M.L. A.	11	16.227	178.500	8.500	3.424	0.001	sig. at 0.01
	Cont. M.L. A.	11	6.773	74.500				
	Total	22						

"Z" table value at (0.05) sig. level equal 1.96

"Z" table value at (0.01) sig. level equal 2.58

To calculate the effect size of home assignments, the researcher used " η^2 " value.

Table (32) indicates the medium effect size of homework on the students' achievement.

Table (32)

"Z" value and eta square " η^2 " for each domain and the total degree

Domain	Z	Z ²	Z ² + 4	η^2	Size effect
Listening	2.459	6.047	10.047	0.602	medium
Speaking	3.063	9.382	13.382	0.701	medium
Reading	2.696	7.268	11.268	0.645	medium
Writing	2.780	7.728	11.728	0.659	medium
Vocab & Str.	2.606	6.791	10.791	0.629	medium
sum after	3.424	11.724	15.724	0.746	medium

7- The Seventh Hypothesis

- There are statistically significant differences at ($\alpha \leq 0.05$) between the means of female low achievers in the experimental group and their peers in the control group due .

To investigate the fourth hypothesis, the researcher used Mann-Whitney Test for independent sample.

Table (33) shows that "z" computed value is larger than "z" table value in all domains and the total degree. This means that there are statistical significant differences between the experimental group and the control group in all domains and the total degree in favour of the female low achievers in the experimental group due to the English home assignments. Therefore, the hypothesis is accepted.

Table (33)

Mann-Whitney Test results of the differences between low achiever females in the experimental group and their peers in the control group for all domains and the total degree

scope	GROUPS	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Listening	Exp. F. L. A.	11	14.727	162.000	25.000	2.383	0.017	sig. at 0.05
	Cont. F. L. A.	11	8.273	91.000				
	Total	22						
Speaking	Exp. F. L. A.	11	14.409	158.500	28.500	2.182	0.029	sig. at 0.05
	Cont. F. L. A.	11	8.591	94.500				
	Total	22						
Reading	Exp. F. L. A.	11	14.727	162.000	25.000	2.396	0.017	sig. at 0.05
	Cont. F. L. A.	11	8.273	91.000				
	Total	22						
Writing	Exp. F. L. A.	11	14.273	157.000	30.000	2.060	0.039	sig. at 0.05
	Cont. F. L. A.	11	8.727	96.000				
	Total	22						
Vocab & Str.	Exp. F. L. A.	11	15.045	165.500	21.500	2.581	0.010	sig. at 0.01
	Cont. F. L. A.	11	7.955	87.500				
	Total	22						
sum after	female bad exper	11	15.636	172.000	15.000	2.996	0.003	sig. at 0.01
	female bad control	11	7.364	81.000				
	Total	22						

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

To calculate the effect size of homework, the researcher used " η^2 " value. Table (34) shows the medium effect of homework in all domains and the total degree.

Table (34)

"Z" value and Eta square " η^2 " for each domain and the total degree

Scope	Z	Z ²	Z ^{2 + 4}	η^2	Size effect
Listening	2.383	5.679	9.679	0.587	medium
Speaking	2.182	4.761	8.761	0.543	medium
Reading	2.396	5.741	9.741	0.589	medium
Writing	2.060	4.244	8.244	0.515	medium
Vocab. & Str.	2.581	6.662	10.662	0.625	medium
Sum after	2.996	8.976	12.976	0.692	medium

Summary: This chapter deals with analyzing the results of the study. It is enriched with tables that illustrate these results.

CHAPTER V

DISCUSSION, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS

Discussion

As the researcher controlled all variables before the study such as age, general achievement and general achievement in the English language, the findings of the study were limited to the experimental group.

In this section, the researcher discusses the seventh hypotheses of the study and connects the results with the previous studies.

1- Result of the first hypothesis

1- There are statistically significant differences at ($\alpha \leq 0.05$) between the means of male and female students in the experimental group and those in the control group due to the use of home assignments.

After testing this hypothesis, findings revealed that there were statistically significant differences between the experimental group and the control one in favour of the experimental group due to the home assignments.

The result of the first hypothesis resonates with the result of the previous studies mentioned in chapter two which revealed the positive effect of homework on the students' achievement like Al-Menshawi's study (2007) , Baumerts' (2005) and Kulab's (2005). Also, Trautwein, Schnyder, Niggli, Neumann & Ludtke's confirm the positive association between homework and students' achievement. Moreover,

Cooper, Lindsay, Nye & Greathouse' study (1999) as well as Cooper's study (2006) and Villas' (1998) revealed the same findings.

All of the mentioned studies revealed the positive effect of homework on the students' achievement in many countries and in different subjects whereas the current study confirms this positive effect of homework in the English language as a second language taught in Gaza. This result ensures the importance of homework in raising the students' achievement as it helps them practise information learnt at school.

The researcher thinks that the result of the first hypothesis is very convincing and can be generalized for it suits students in Gaza who live under special circumstances and are in need to practice what they learn at schools.

Result of the second hypothesis

There are statistically significant differences at ($\alpha \leq 0.05$) between the means of males in the experimental group and those in the control group due to the use of the home assignments.

The result of the second hypothesis revealed that there were statistically significant differences between males in the experimental group and those in the control one in favour of the experimental group due to the home assignments.

This result meets with Tranter's study (2002) which revealed that homework assists learning and reinforces the class work.

The researcher attributes this result to the ability of the students who received homework assignments to practice what they have learned better than those who do not receive the assignments. Students can reinforce what they have learnt at school through homework because it gives them enough time to think and create while students with no homework do not have the chance to practise and consolidate their learning outside the class.

Result of the third hypothesis

There are statistically significant differences at ($\alpha \leq 0.05$) between the means of females in the experimental group and those in the control one due to the use of home assignments.

After testing the third hypothesis, the results revealed that there were statistically significant differences between the females in the experimental group and those in the control one in favour of the experimental group due to the home assignments.

The "d" and " η^2 " values in tables (23) & (25) showed that the effect size for the effect of homework on both male and female students is large. In other words, the effect size of homework on both males and females is equal. Consequently, the result of the second hypothesis along with the third one agreed with Ashar' & Abed's study (2008) which revealed that there were no statistically significance differences between males and females in their attitudes towards homework.

In contrast, the results of the second and third hypothesis, which confirmed that both males and females achieve better if they are given home assignments, did not agree with Xu's study (2008) and Xu's study (2006) which revealed that females reported higher scores in homework interest than males.

The researcher thinks that the contrast between Xu's studies and the current study is due to the differences between the cultures of the countries.

Result of the fourth hypothesis

There are statistically significant differences at ($\alpha \leq 0.05$) between the means of male high achievers in the experimental group and their peers in the control group due to the use of home assignments.

The result of the fourth hypothesis revealed that there were statistically significant differences between high achiever male students in the experimental group and those in the control one in favour of the experimental group due to the use of home assignments.

Tables (28, p.83) showed $Z^2 + 4$ and η^2 values that revealed the medium effect of the English home assignments on the achievement of the male high achiever students in the experimental group in all language skills included in the test. (listening, speaking, reading, writing, vocabulary and structure).

It is normal to get a medium effect for homework on high achiever males, for high achievers scored good results in the pre-test and in the post test they scored excellent results. Thus, it is clear that homework raises the achievement of the high achiever males students.

This study is in line with the study of Rose & James (2006) which revealed the strong relationship between home assignments and the achievement of the higher achievers.

Result of the fifth hypothesis

There are statistically significant differences at ($\alpha \leq 0.05$) between the means of female high achievers in the experimental group and their peers in the control group due to the use of home assignments.

Examining the fifth hypothesis indicated that there were statistically significant differences between female high achievers students in the experimental group and those in the control one in favour of the experimental group due to the home assignments.

Table (30, p.86) showed Z^{2+4} and η^2 values which revealed the medium effect of the English homework assignments on the achievement of the high achiever female students in the experimental group in all language skills included in the test.

As with male high achievers, the effect of homework on female high achievers is medium. The researcher interpreted this finding as the same reason with high achievers males who scored good results in the pre-test and in the post test they reached the top and scored excellent results.

Similar to the result of the fourth hypothesis, this result agreed with Rose & James' study (2006) in which high achievers scored higher marks in the post test than in the pre test.

Result of the sixth hypothesis

There are statistically significant differences at ($\alpha \leq 0.05$) between the means of male low achievers in the experimental group and their peers in the control group due to the use of home assignments.

After testing the sixth hypothesis, the results revealed that there were statistically significant differences between male low achiever in the experimental group and those in the control one in favour of the experimental group due to the home assignments.

Table (32, p.88) showed Z^{2+4} and η^2 values that revealed the medium effect of the English home assignments on the achievement of the low achievers male students in the experimental group in all language skills included in the test.

It is not strange to have a medium effect of homework on low achievers males, for this is the case of students who learn slowly and need longer time and bigger effort to learn than other students. So, this result is satisfactory for such students.

In contrast to this result, Rose and James' study (2006) revealed that there was no relationship between homework and low achievers' achievement.

Result of the seventh hypothesis

There are statistically significant differences at ($\alpha \leq 0.05$) between the means of females low achiever in the experimental group and their peers in the control group due to the use of home assignment.

After testing the sixth hypothesis, the results revealed that there were statistically significant differences between female low achievers in the experimental group and those in the control one in favour of the experimental group due to the home assignments.

Table (34, p.90) showed $Z^2 + 4$ and η^2 values that reveal the medium effect of the English home assignments on the achievement of the low achiever females in the experimental group in all language skills included in the test. (listening, speaking, reading, writing and structure).

It is also not strange to have a medium effect of homework on low achiever females as well as with the case of male low achievers who need double effort and time to reach to better learning.

As with the sixth hypothesis, Rose and James' study (2006) did not agree with the result of the seventh result which revealed the relationship between homework and low achievers' achievement.

Conclusion

The findings of the study confirmed the good effect of homework on the achievement of the fifth graders. As a result, the researcher reached the following conclusions:

- 1- Homework plays a major role in raising the students' achievement as it helps them practice what they have learnt at school; therefore, they can understand ambiguous questions as they have the chance to ask the adults.
- 2- Homework has a positive effect on high achievers as it gives them the chance to widen their knowledge and organize their work.
- 3- Homework encourages co-operative learning as the students feel free to ask others and exchange ideas.
- 4- Homework has a great effect on raising the achievement of low achievers who need a long time to practice what they learn at school. So, homework helps them be familiar with the subject matter.
- 5- It gives the students the chance to think and to organize their work.

Recommendations

As the current study reveals the goodness of homework assignments on the achievement of the students, the following recommendation are suggested:

- 1- It is important to take care of the home assignment, for it raises the students' achievement.
- 2- It is important to prepare home assignments that appropriate all the students' levels.
- 3- It is important to specify a general policy for homework.
- 4- It is also important to be in contact with the students' parents.
- 5- Teachers should prepare daily assignments in order to assure the students' contact with the subject because this increases the students' achievement.

6- Teachers should also prepare reasonable amounts of assignments in order not to bore the students.

7-Home assignments should be given during class when there is adequate time for explanation and students' questions. (Glanz 2003,p.86)

8-Homework assignments should be given verbally as well as in writing. (Teasley 2006 p.52)

10-Teachers have to check the work everyday and give a grade for completion. (Thompson 2007 p.278)

Recommendations for further studies

It is noticed that there are very few studies in Gaza that deal with many sides of homework. As a result, the researcher recommended the following studies:

- 1- The effectiveness of homework on the students' time management.
- 2- The effectiveness of homework on strengthening the relationship between students and parents.
- 3- The effectiveness of internet homework on students' achievement.
- 4- The attitudes of both students and teachers towards homework.

Suggestions

1- Curriculum designers should provide each lesson in the curriculum with homework sections.

2- Supervisors should do the following:

a- conduct workshops to design effective homework.

b- draw headlines for a good policy for homework.

c- hold courses for teachers to train them on dealing with homework.

It is good for head teachers to do the following:

- 1- conduct meetings with teachers and adapt a good policy for homework.
- 2- hold meetings for parents to acquaint them with the importance of homework.
- 3- save a special budget for prizes to encourage students who care for their homework.

Summary: This chapter shows the discussion of the results, the conclusion and the recommendations.

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APPENDICES

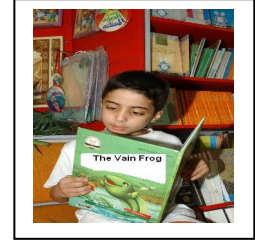
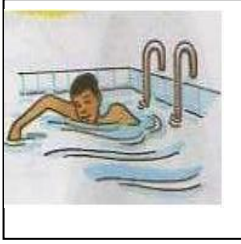
The Pre-Test for the Fifth Graders

50

Name: _____

A- Listening (10 Marks)

1- Number the pictures as you hear: (4 marks)



Listen and fill the table. (6 marks)?

Name	
Country / city	
Age	
Brothers / sisters	

B- Speaking (10 Marks)

1- Complete the dialogue(5 marks)

Heba: Hello _____.

Nour: _____ Heba.

Heba: What are you _____?

Nour: I'm writing my homework.

Heba: Is it difficult?

Nour: No, _____. It's _____.

2- Match (A) with (B). (5 marks)

- 1- What is your favourite school subject? () Yes, I do.
2- Do you like volleyball? () In a hospital.
3- It is raining outside. () Sarah
4- Who is the tallest girl in the class? () It's science.
5- Where does your father work? () Ok. Let's take an umbrella.
-

C- Reading (10 Marks)

Read the passage then answer the following questions.

Last week, Soha visited her friend Asma'. Soha and Asma' talked about Palestine. Asma' showed Soha photos of Jerusalem and Jericho. They decided to collect photos for Nablus, Jenin and Hebron.

1- Choose the correct answer: (3 marks)

- 1- Soha and her friend Asma' talked about _____. (Jordan- Palestine- England)
2- Asma' showed Soha a photo of _____. (Jerusalem- Hebron – Jenin)
3- Asma' and Soha are going to collect photos for _____.(Gaza – Jenin – Haifa)

2- Answer the following questions

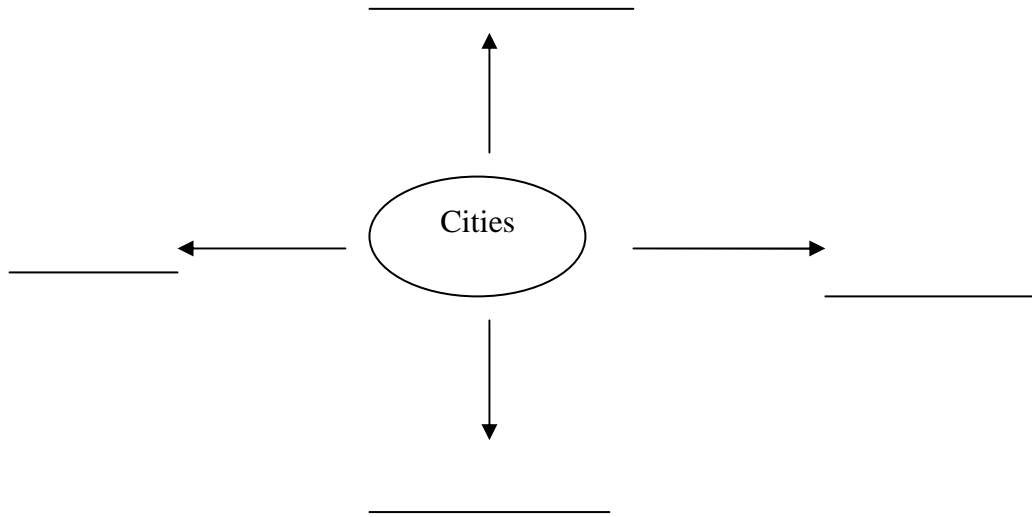
- 1- When did Soha visit Asma'?

_____.

- 2- The underlined pronoun, "They", refers to _____.

- 3- Get from the passage a word that rhymes with "seek" _____

3- Read again and fill in the network. (4 marks)



D- Writing (10 Marks)

1- **Punctuate:** (3 marks)

1- ive got two brothers

2- january is the fifth month

3- does reem help her mother

2- Re-arrange (3 marks)

1- girl – is – The – loudly – singing

2- went – My friend – the – market - to

3- taller – I'm – my brother – than

3- Write in the alphabetical order. (3 marks)

1- bad – sad – room – have

2- run – skip – jump – hop

3- Egypt – Palestine – Jordan – Jericho

E- Vocabulary and structure (10 Marks)

1- Odd one out: (5 marks)

1- March February May Friday

2- sister daughter mother friend

3- Jordan Jericho Hebron Nablus

4- goat parrot rabbit elephant

5- buy had wrote went

2- Choose the right answer:(5 marks)

1- Rebab _____ in Syria (live – lives – living).

2 – The girl is _____ now (run - runs - running)

3 – What's your favourite TV. _____ ? cartoon (programme – food – sport)

4 – Rana is _____ than Noha . (tall – taller – tallest)

5 – last week , I _____ my friend to dinner (invite – invited – inviting)

Listening Transcripts

- 1- Ramy and Ahmad are playing football.
 - 2- Huda is running in a race.
 - 3- Khalil is swimming in the swimming pool.
 - 4- Ahmad is reading a nice book.
-

My friend's name is Heba. She's eleven years old. She's from Nablus. She has three brothers and two sisters.

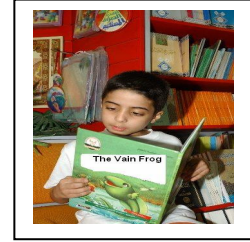
The Post-Test for the Fifth Graders

Name: _____

50

A- Listening (10 Marks)

1- **Number the pictures as you hear:** (4 marks)



Listen and fill the table. (6 marks)?

Name	
Country / city	
Age	
Brothers / sisters	

B- Speaking (10 Marks)

1- **Complete the dialogue:**

Heba: Hello _____.

Nour: _____ Heba.

Heba: What are you _____?

Nour: I'm writing my homework.

Heba: Do you like running?

Nour: _____ , I don't. My favourite game is _____.

2- Match (A) with (B)

- 1- What is your favourite school subject? () Yes, I do.
2- Do you like volleyball? () In a hospital.
3- It is raining outside. () Sarah
4- Who is the tallest girl in the class? () It's science.
5- Where does your father work? () Ok. Let's take an umbrella.
-

C- Reading (10 Marks)

Read the passage then answer the following questions

Last week, Soha visited her friend Asma'. Soha and Asma' talked about Palestine. Asma' showed Soha photos of Jerusalem and Jericho. They decided to collect photos for Nablus, Jenin and Hebron.

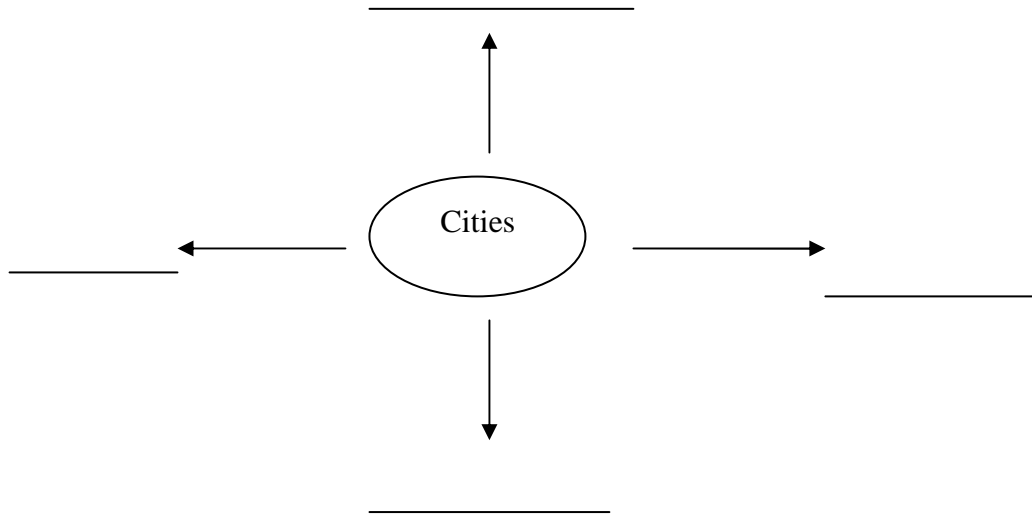
1- Choose the correct answer:

- 1- Soha and her friend Asma' talked about _____. (Jordan- Palestine- England)
2- Asma' showed Soha a photo of _____. (Jerusalem- Hebron – Jenin)
3- Asma' and Soha are going to collect photos for _____.(Gaza – Jenin – Haifa)

2- Answer the following questions

- 1- When did Soha visit Asma'?
_____.
- 2- The underlined pronoun, "They", refers to _____.
- 3- Get from the passage a word that rhymes "seat" _____

3- Read again and fill in the network.



D- Writing (10 Marks)

1- Punctuate:

1- i live in gaza

2- january is the fifth month

3- does reem help her mother

2- Re-arrange

1- girl – is – The – loudly – singing

2- went – My friend – the – market - to

3- taller – I'm – my brother – than

3- Write in the alphabetical order:

1- bad – sad – room – have

2- run – skip – jump – hop

3- Egypt – Palestine – Jordan – Jericho

E- Vocabulary and structure (10 Marks)

1- Odd one out:

1- March February May Friday

2- sister daughter nephew friend

3- Jordan Jericho Hebron Nablus

4- goat parrot rabbit elephant

5- buy had wrote went

2- Choose the right answer:

1- Rebab _____ in Syria (live – lives – living).

2 – The girl is _____ now (run - runs - running)

3 – What's your favourite _____ ? It's cartoon (programme – food – sport)

4 – Rana is _____ than Noha . (tall – taller – tallest)

5 – last week , I _____ my friend to dinner (invite – invited – inviting)

Listening Transcripts

1- Ramy and Ahmad are playing

2- Khalil is running.

3- Huda is swimming

4- Reem is reading

My friend's name is Heba. She's eleven years old. She's from Nablus. She has three brothers and two sisters.

Assignment 1

Student's name: _____
Unit: 4 Lesson 1
Day: _____ Date: _____
Due: _____

Group A (High Achieving Students)

Re-arrange the events of the story

- The hare ran quickly.
- But, the tortoise walked slowly.
- Last week, the hare and the tortoise had a race.
- The hare sat down and fell asleep.
- The tortoise won the race.
-

Group B (Middle Achieving Students)

Fill in the space a word between the brackets


(quickly – race - laughed – past – stopped)


- 1- Last week, the hare and the tortoise had a _____.
- 2- The hare ran _____ but the tortoise walked slowly.
- 3- The hare _____ the race.
- 4- The tortoise walked _____ the hare.
- 5- The animals _____ at the hare.
-

Group C (Low Achieving Students)

Look at the picture and write the word between the brackets

1- The hare and the  had a race. (t)

2- The  laughed at the hare (a)

3- The  fell asleep. (h)

4- The tortoise  the race. (w)

Assignment 2

Student's name: _____
Unit: 4 Lesson 2
Day: _____ Date: _____
Due: _____

Group A

Match (A) with (B)

- 1- The hare runs () loudly
- 2- The tortoise walked () neatly
- 3- The baby is sleeping, please speak () quickly
- 4- I can't hear you, please speak () quietly
- 5- My friend writes English () slowly

Group (B)

Choose the word between the brackets

(quickly – quietly – neatly – loudly)

- 1- Reem runs _____.
- 2- Ahmad writes _____.
- 3- The girl is walking _____.
- 4- The boy is singing _____.

Group (C)

Add (ly) for the following adjectives.

loud _____

slow _____

neat _____

quick _____

Assignment 3

Student's name: _____
Unit: 4 Lesson 3
Day: _____ Date: _____
Due: _____

Group A

Open your student's book p.20 ex.2. Study the sentences about the hare then write 5 sentences about the tortoise.

- 1- _____
- 2- _____
- 3- _____
- 4- _____
- 5- _____

Group (B)

Fill in the spaces with the appropriate word

- 1- The tortoise _____ a race.
- 2- She walked _____.
- 3- At first, she was _____.
- 4- At last, she _____ the race.

Group (C)

Re-arrange the sentences

- 1- walked – The tortoise – slowly

- 2- was – last – She

- 3- laughed – The animals – at – the hare.

- 4- won – The tortoise – the race

Assignment 4

Student's name: _____

Unit: 4 Lesson 4

Day: _____ Date: _____

Due: _____

Group A

Odd one out

hare tortoise zebra parrot

loudly neatly carefully quiet

singing walk talking running

sleep walk ran talk

Group (B)

Who am I ?

1- I run quickly. I eat the grass.

I am a _____.

2- I walk slowly. I live for a long time.

I am a _____

Group (C)

Classify

Basketball – hare – tortoise – football

Animals	sports

Assignment 5

Student's name: _____
Unit: 5 Lesson 1
Day: _____ Date: _____
Due: _____

Group A

Answer the following questions:

1- What's your favourite sport?

_____.

2- Do you prefer basketball or volleyball?

_____.

Group B

Choose the right word and fill it in the its space:

(exciting – than – watched – prefers)

1- My brother likes football more _____ volleyball.

2- Yesterday he _____ a football match.

3- The match was very _____.

4- His friend Hassan _____ volleyball. He did not go with him.

Group C

Choose the word and fill in the space:

(exciting – played – basketball)

1- My favourite sport is _____.

2- Basketball is more _____ than volleyball.

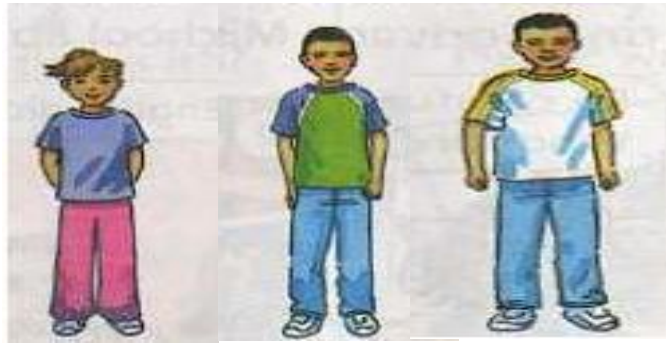
3- I _____ basketball with my friends yesterday.

Assignment 6

Student's name: _____
Unit: 5 Lesson 2
Day: _____ Date: _____
Due: _____

Group (A)

Look at the pictures and decide if the sentences are True (T) or False (F).



Reem

Ali

Ahmad

- 1- Ali is shorter than Ahmad. ()
 - 2- Reem is fatter than Ahmad. ()
 - 3- Ahmad is the tallest. ()
 - 4- Reem's hair is longer than Ahmads'. ()
 - 5- Ahmad is thinner than Ali. ()
-

Group (B)

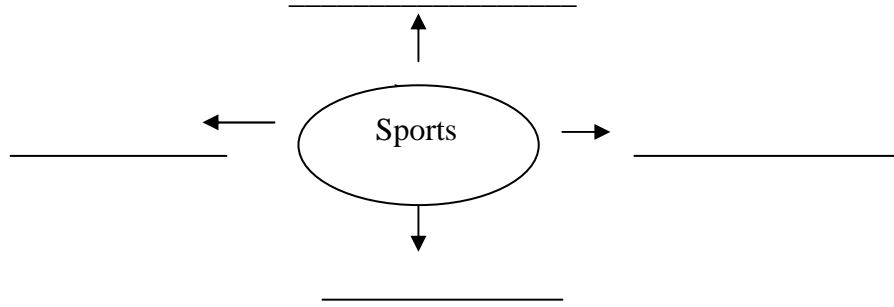
Open your Student's Book p.23 and find the opposite of the following

comparatives:

- 1- bigger X _____
- 2- more difficult X _____
- 3- shorter X _____
- 4- faster X _____

Group C

Open your book p. 23 and state four sports you have learned.



Assignment 7

Student's name: _____
Unit: 5 Lesson 3
Day: _____ Date: _____
Due: _____

Group (A)

Answer the following questions:

1-Do you like playing tennis?

_____.

2- Which do you prefer tennis or table tennis?

_____.

2- What is your brother's favourite sport?

_____.

Group (B)

Study the table then put (T) or (F).

	Basketball	Volleyball	tennis
Soha	√	√	X
Sami	X	X	X

1- Soha likes volleyball. ()

2- Sami likes tennis. ()

3- Soha likes basketball and volleyball. ()

4- Sami does not like sports. ()

5- Sami and Soha like tennis.()

Group (C)

Look at the pictures then re-order the letters under them to form a meaningful word.



wsimnig



inplagy



nrungi



akiwlgn

Assignment 8

Student's name: _____
Unit: 5 Lesson 4
Day: _____ Date: _____
Due: _____

Group (A)

1- Read the passage then answer the following questions:

My name's Aseel. I'm in Grade Five. My favourite school sport is basketball. I like playing basketball with my twin sister Hala. My brother Mohammad likes playing football with his friends.

A- Complete the table:

Name	Sport
Aseel	_____
Hala	_____
Mohammad	_____

B- Answer the following questions

1- What Grade is Hala in?

_____.

2- What class are you in?

_____.

2-Join the following sentence with "and"

- My sister always helps my mother. I always help my mother.

Group B

Connect the following sentences with and.

1- I like playing basketball. I like playing table tennis.

_____.

2- I usually visit my grandmother on Monday. I usually visit her on Thursday.

_____.

3- Reem bought bananas yesterday. She bought apples yesterday.

_____.

4- Rami likes playing with his friends. He likes playing with his cousins.

_____.

Group (C)

Connect the sentences using and.

1- I like apples. I like figs.

_____.

2- She can swim. She can jump.

_____.

Assignment 9

Student's name: _____
Unit: 6 Lesson 1
Day: _____ Date: _____
Due: _____

Group (A)

A- Open your Student's Book p.26. Read the passage then find the following:

- 1- The opposite of slow X _____.
- 2- The superlative of good X _____.
- 3- Two opposite words _____ X _____.
- 4- A word that rhymes with house _____.

B- Think of words that begin with each letter of the following word.

Basketball

- | | | |
|----------------------|-------------------|-------------------|
| 1- <u>book</u> _____ | 2- <u>a</u> _____ | 3- <u>s</u> _____ |
| 4- <u>k</u> _____ | 5- <u>e</u> _____ | 6- <u>t</u> _____ |
| 7- <u>b</u> _____ | 8- <u>a</u> _____ | 9- <u>l</u> _____ |

Group (B)

Read the sentences then put (T) or (F).

- 1- Boys and girls can play basketball. ()
- 2- There are five players in the basketball team. ()
- 3- In a basketball game, players can run with the ball. ()
- 4- The ball must go through the basket from above not from below. ()

Group (C)

Rearrange:

1- girls – Boys – and – basketball – play.

2- five – There – are – players – in – a team

3- cannot – The players- run – the ball –with

Assignment 10

Student's name: _____
Unit: 6 Lesson 2
Day: _____ Date: _____
Due: _____

Group (A)

Use the following adjectives in sentences to compare between people or things.

Example: My friend Reema is taller than me.

- 1- Old _____.
- 2- big _____.
- 3- young _____.
- 4- short _____.

Group (B)

Correct the adjectives between the brackets:

- 1- I'm _____ than my brother. (old)
- 2- Roba is the _____ girl in her class. (tall)
- 3- Who is _____ Ahmad or Walid? (thin)
- 4- Is Khalid the _____ boy? (short)
- 5- Wala's hair is _____ than Reem's. (long)

Group (C)

Choose the word to fill the space.

(taller – tallest – tall)

- 5- Rahaf is _____.
- 6- She is _____ than Mona.
- 7- She is the _____ girl in her class.

Assignment 11

Student's name: _____
Unit: 6 Lesson 3
Day: _____ Date: _____
Due: _____

Group (A)

Find out:

1- Who is the tallest in your family ?

_____.

2- Who has the longest hair in your class?

_____.

3- Who plays basketball the best?

_____.

Group (B)

Give other two words for each of the following:

Initial /r/ as in rabbit _____

Medial /r/ as in screen _____

Final /r/ as in car _____

Group (C)

Choose (exciting – play – basketball)

1- I like _____.

2- It is more _____ than volleyball.

3- I _____ in the school team.

Assignment 12

Student's name: _____
Unit: 6 Lesson 4
Day: _____ Date: _____
Due: _____

Group (A)

Open your Student's Book p.29, ex.2. Study the sentences about table tennis then write 4 sentences about football.

- 1- _____.
- 2- _____.
- 3- _____.
- 4- _____.

Group (B)

Punctuate the following sentences:

1- i like playing football

2- my sister is the tallest girl in her class

3- can you play volleyball

4- what is your favourite game

Group (C)

Choose the word to fill in the space:

(eleven – run – interesting – net)

- 1- Football is an _____ game.
- 2- _____ players can play in each team.
- 3- Players should not _____ with the ball.
- 4- the ball must enter the _____.

Assignment 13

Student's name: _____
Unit: 7 Lesson 1
Day: _____ Date: _____
Due: _____

Group (A)

Open your Student's Book p.30 ex. 2. Read about the Sport TV Guide. Then answer the following questions:

1- What time can you watch sailing?

2- What can you watch at 19: 30 ?

3- How many times can you watch the sport news ?

Group (B)

Open you Student's Book p.30 ex.2 and decide if the following statements are True (T) or False (F).

1 – We can watch sailing at half past one. ()

2- Women's tennis from China is at fifteen thirty. ()

3 – At Seven fifteen, there is Wrestling from Canada ()

4- Car racing will be on from Australia ()

Group (C)

Open your Student's Book p.30 ex.2. Read about the Sport TV Guide. Then choose the right word:

(car racing – wrestling – China)

1- Women's tennis comes from _____.

2- We can watch _____ from Canada at 14:30.

3- We can watch _____ at 19:30.

Assignment 14

Student's name: _____

Unit: 7 Lesson 2

Day: _____ Date: _____

Due: _____

Group (A)

Look at the following pictures and write 4 sentences to compare between the bags using comparative and superlative.

You can use the following adjectives: (beautiful – expensive – big – small)

(A)



15 NIS

(B)



30 NIS

(C)



40 NIS

1- _____.

2- _____.

3- _____.

4- _____.

Group (B)

Look at the pictures and correct the adjectives between brackets.

(A)



15 NIS

(B)



30 NIS

(C)



40 NIS

- 1- A is _____ than C. (cheap)
 - 2- B is _____ than A. (big)
 - 3- C is the _____. (expensive)
 - 4- C is _____ than A. (beautiful)
-

Group (C)

Choose the word between the brackets to fill in the space.

(tallest – smaller – more beautiful)

- 1- The cat is _____ than the cow.
- 2- Dina is the _____ girl in her class.
- 3- The white cat is more _____ than the black cat.

Assignment 15

Student's name: _____
Unit: 7 Lesson 3
Day: _____ Date: _____
Due: _____

Group (A)

Open your Student's Book p.32. Ex. 3 and find the words that rhyme with the following.

1- fly _____

2- door _____

3- said _____

4- much _____

Group (B)

Complete the following table

small	_____	the smallest
big	bigger	_____
cheap	_____	_____
expensive	more expensive	_____
beautiful	_____	_____

Group (C)

List the English Alphabets in order (capitals and smalls).

- 1- A a 2- _____ 3- _____ 4- _____
5- _____ 6- _____ 7- _____ 8- _____
9- _____ 10- _____ 11- _____ 12- _____
13- _____ 14- _____ 15- _____ 16- _____
17- _____ 18- _____ 19- _____ 20- _____
21- _____ 22- _____ 23- _____ 24- _____
25- _____ 26- _____

Assignment 16

Student's name: _____
Unit: 7 Lesson 4
Day: _____ Date: _____
Due: _____

Group A

Work in groups: (students visit the school library to find out the meaning of the following words).

Look at the dictionary and try to find out the meaning of the following words in English.

Angry _____

Badminton _____

Group (B)

Match (A) with (B)

- | | |
|---|----------------|
| 1- A list of when things happen | () toe |
| 2- One of the five parts at the end of the foot | () time table |
| 3- The day before today | () today |
| 4- This day | () tired |
| 5- Needing to rest | () yesterday |

Group (C)

Put the words in the alphabetical order

1- basketball volleyball wrestling football

2- Syria China Iraq England

3- banana apricots dates watermelons

Assignment 17

Student's name: _____
Unit: 8 Lesson 1
Day: _____ Date: _____
Due: _____

Group A

Rearrange the events of the story

- At home, she dropped the plates.
- In the afternoon, Nadia played in the school team.
- One day, Nadia had a bad morning.
- Nadia's team won the game.
- At school, she had bad grades in a test.
- Nadia became happy.

Group (B)

Open your Student's Book p.34, ex.1. Read the story then find the following.

The meaning of exam _____

The opposite of happy X _____

3- A sport _____

4- A word that rhymes with angry _____

Group (C)

Re-arrange

1- had – Nadia – grades – bad – in – a test

2- sad – was – She

3- team – Nadia's – the – won – game

Assignment 18

Student's name: _____
Unit: 8 Lesson 2
Day: _____ Date: _____
Due: _____

Group A

Write 5 sentences to compare between people, animals or things.

Use these adjectives with the appropriate changes.

(good – bad – beautiful – difficult)

Example: English is more difficult than Arabic.

- 1- _____
- 2- _____
- 3- _____
- 4- _____
- 5- _____

Group (B)

Odd one out

- 1- fast big small beautiful
 - 2- older thinner cheapest quicker
 - 3- good best worst biggest
 - 4- quickly slow beautifully carefully
 - 5- morning evening day afternoon
-

Group (C)

Choose the right word between the brackets then rewrite the sentence again.

1-My brother can drive a _____. (car - bicycle – camel)

2- I sailed in a beautiful _____ last year. (taxi – boat – car)

3- My friend has a small _____. (lorry – ship – canoe)

4- The ship is _____ than the canoe. (smaller – shorter – bigger)

Assignment 19

Student's name: _____
Unit: 8 Lesson 3
Day: _____ Date: _____
Due: _____

Group A

Read the following passage, then answer the questions

Yesterday Maha played volleyball at school . She was the tallest girl in her school and the best player in the school team. Her team won the game.

Choose the word between the brackets:

- 1- Maha was _____ than her friends. (tall – taller – tallest)
- 2- She was the _____ player in the team. (good – better – best)

Answer the following questions:

- 1- Who won the game?

- 2- The underlined pronoun refers to _____

3- Get from the passage:

- a- the opposite of worst X _____
- b- A word that rhymes with same _____

Group (B)

Open your Student's Book p.

Change the first letter and write the new word in the second column. Then write the meaning of the new word in Arabic in the third column.

Word	New word	Meaning
Sad	bad	سوء
Tall		
Goat		
Best		

Group (C)

Correct the adjective between the brackets:

1- The car is _____ than the bike. (big)

2- English is _____ to understand than Arabic. (difficult)

3- My grandfather is the _____ one in my family. (old)

4- I get the _____ mark in the test. (good)

Assignment 20

Student's name: _____
Unit: 8 Lesson 4
Day: _____ Date: _____
Due: _____

Group A

Correct the verb between the brackets:

- 1- Yesterday Nadia _____ (fall over) and _____ (drop) the plates.
- 2- She _____ (is) sad.
- 3- In the afternoon, she _____ (play) in the school team.
- 4- Nadia's team _____ (win) the game.
- 5- Nadia _____ (is) happy.

Group (B)

Order the words to form meaningful sentences.

- 1- Had – Nadia – morning – a bad

- 2- favourite – sport – My – running - is

- 3- class – What – in – you – are - ?

- 4- exciting – Basketball – is – game – an

Group (C)

Complete the table

Present	Past
_____	fell over
drop	_____
win	_____
_____	was

THE REFEREE COMMITTEE

Mrs. Fatima Hamadaqa	Head teacher
Mr Kamal Hasab Allah	Supervisor of English language
Mr Karam Al-shanti	Supervisor of English language
Miss Ivan At-tawil	Teacher of English language
Mrs Nisreen Kuhail	Teacher of English language
Mrs Abeer Bacroon	Teacher of English language
Mrs Reda Thabet	Teacher of English language
Mrs Tagreed Al-Khaldi	Deputy School Responsible