

QUALITY CONTROL IN HOMEWORK ASSIGNED FOR PRE- INTERMEDIATE LEVELED STUDENTS

Khiloldinova Zulayho

ABSTRACT

Home assignments have historically and currently generated a lot of discussion and argument, which has led to a large number of proponents and supporters. This empirical article focuses on the homework that was assigned in an eleventh grade classroom at a specific secondary school. The study looks into how high quality homework affects students' language acquisition. There are three primary parts in this research writing. The research is introduced in the first section where methods of the research are also explained. The actual research is covered in the second part. Ultimately, all of the compiled data and research results are addressed in the last section of this article.

KEYWORDS: quality homework, pre-intermediate classes, quality control, language skills

RESEARCH DESIGN AND METHODOLOGY. The purpose of the research is to determine whether the quality homework assignments in English lessons, gathered in a specific school, have an effect on the development of language skills, since the role of homework in English language learning has been a topic of discussion for many years. The focus of the research is also on the objectives of assigning the homework tasks. Being specified as the aim of the research, this paragraph includes the formulation of the research questions. According to Svaricek and Sedova, research questions serve two main purposes: the first is to demonstrate how to conduct the study, and the second is to assist in designing the study to yield results that are consistent with the objectives. Additionally, they claim that the most crucial element of any research is the research questions (2007). Thus, the following inquiries form the basis of this research:

1. For which purposes are most homework assigned?
2. Does the homework help with language skill development?

The eleventh class with 16 participants was selected for my research based on students' English proficiency. They are inspired by the teacher, every student excels in

English. I've made the decision to make text analysis as study methodology and data collection tools. I used only previously gathered, acquired material for analysis rather than producing new materials or data. When it comes to data creation, this approach differs from others. In addition, the researcher does not participate in the creation of the documents, but partakes only during their selecting and analysis. Stated differently, the nature of the material cannot be altered or influenced by the researcher. In the instance of this study, homework was gathered at a secondary school in Andijan, Uzbekistan, over the course of a month, from September to October 2023. The teacher copied them and gave them to me to analyse. This is how the homework analysis was done. Two distinct criteria were used to analyze each of the thirty homework tasks, which could lead to different types of assignments. The objectives (preparation, practice, extension, and integration) for which the teacher had given them to the students make up the first, the four language skills—speaking, writing, listening, and reading—make up the second criterion. After compiling all of the data into the checklist graphs were made in accordance with the goals discussed.

RESEARCH COMPONENTS. The first section analyzes homework assignments in terms of their aims. There are several reasons why homework may be given. They can be categorized into four primary goals: extending knowledge, practicing the material covered in the lesson, preparing for a follow-up lesson, and integration. A graphic representation of all the gathered results may be found in Figure 1.

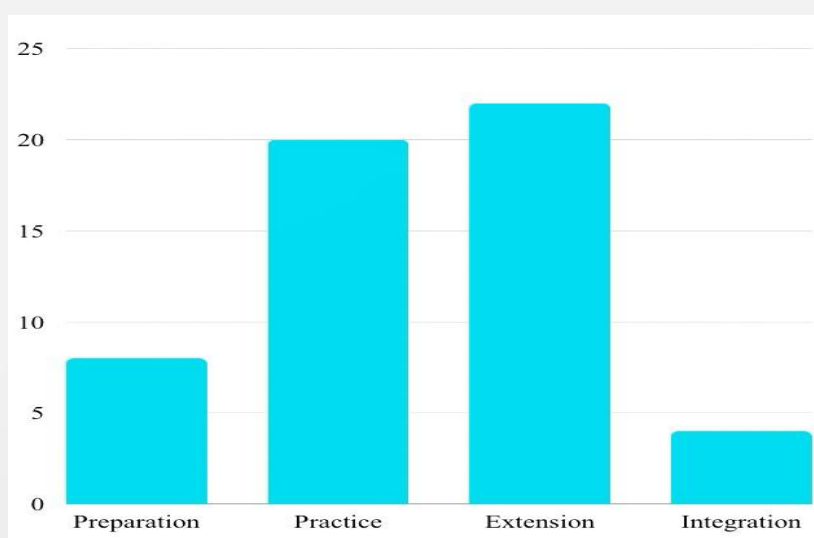


Figure 1: Purposes of collected homework

The graph illustrates that twenty-two homework assignments were given to pupils with the intention of broadening their knowledge. After that, students have homework that focuses on applying the knowledge they have learned in class. They complete twenty of the thirty homework assignments that the teacher assigns. Preparation and integration, however, only made up a small number of people. Figure 1 illustrates that only eight home assignments were specified for preparation and four was for integration. Thus, it is found that integration is by far the least common homework goal in this study. Basically, home assignments were typically assigned to fulfill requirements for practice and extension. In practice, findings of the study are consistent with the predictions made in the theoretical section, where instructors concur that the primary goals of homework are practice and extension.

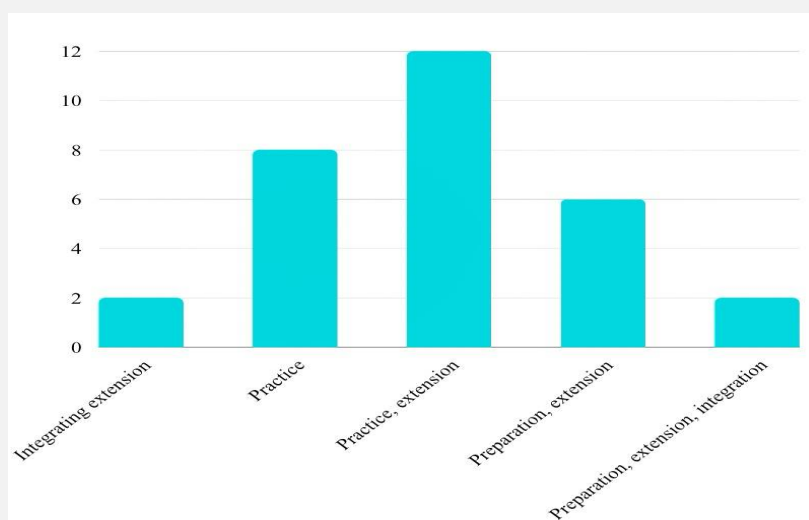


Figure 2: Homework serving one and more purposes

Nonetheless, the data from all thirty homework assignments are shown in the diagram in Figure 2, most of which were given with the intention of achieving at least two goals. Very few homework assignments had a single objective. First, there are twelve homework assignments that were handed simultaneously for practice and extension. The most of the time, schoolwork is focused on vocabulary and grammar. Home assignments that are assigned solely for the purpose of practice these components. The majority of the homework assignments focused on vocabulary and grammar. Homework, which acted as both a preparation and an extension, comes in third. Being the primary focus of these homework projects on reading and writing skills students are expected to read texts in advance for a discussion in the following lesson. For the next places home assignments serve three purposes: preparation, extension and

integration. In the following lesson, learners are required to compose essays and prepare for a presentation. Thus, it is possible to categorize the most frequently used goals as practice and extension. It is crucial to note that homework often covers at least two distinct objectives rather than being concentrated on just one.

ANALYSIS OF ASSIGNED HOMEWORK IN TERMS OF LANGUAGE SKILLS. This subsection examines homework in terms of how well it improves language components as well as individual language skills (reading, writing, speaking, and listening).

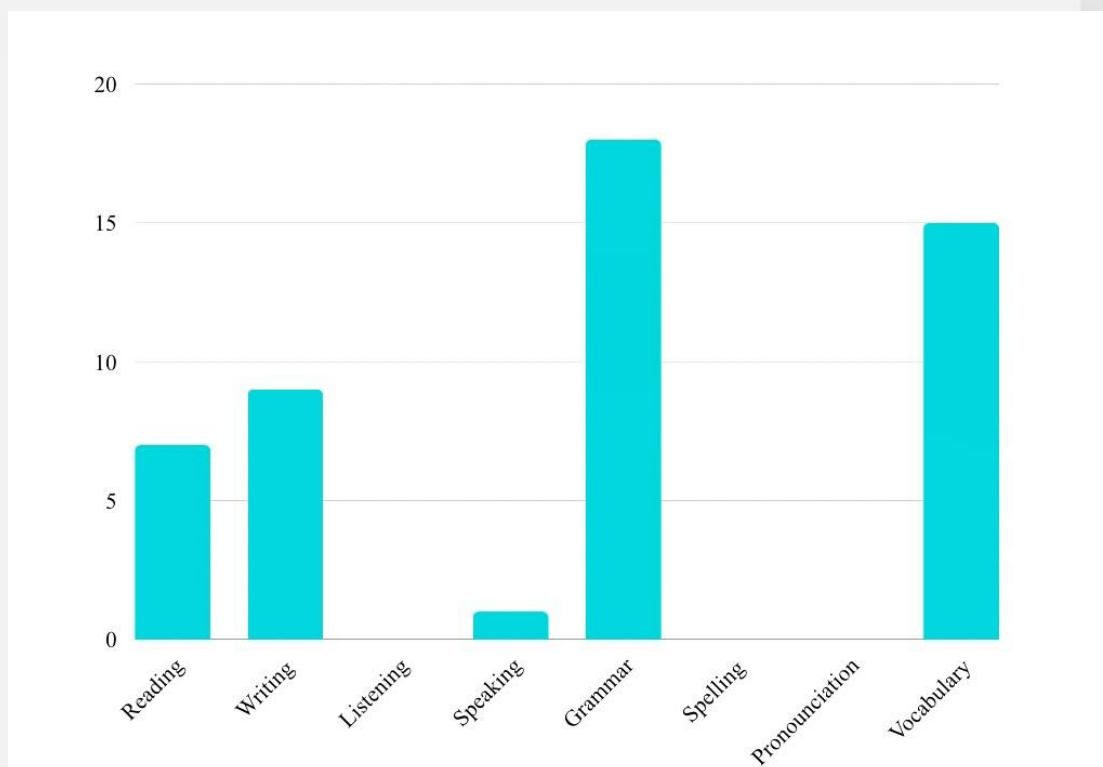


Figure 3: Homework targeting both language skills and language components

The amount of home assignments that focus on specific language abilities and components is shown in the Figure 3. Most homework is devoted to strengthening the vocabulary and grammar. Next are the skills of writing and reading, with the least emphasis on speaking, as seen by the one home assignment. All thirty homework assignments, however, did not focus on improving spelling, pronunciation, or listening comprehension. It's also crucial to note that most home assignments were designed to help students improve more than one language ability or component of language. According to my analysis, assignments typically concentrate on many language skills in addition to grammar and vocabulary as language components.

Therefore, only these four language skills are the subject of this investigation, and Figure 4 provides a graphic representation of all the outcomes.

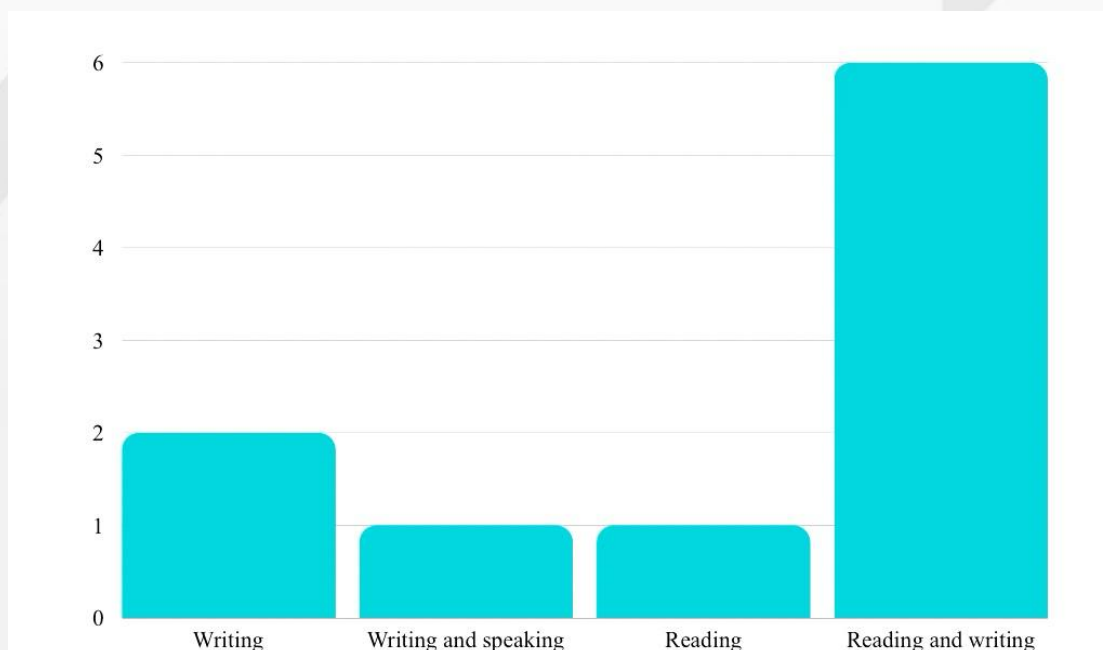


Figure 4: Homework targeting only language skills

The amount of homework meant to improve reading, writing, speaking, and listening skills can be viewed here. Out of the 30 homework assignments that were gathered and examined, 10 focus on improving language proficiency. Given that the tasks concentrate on two language abilities at simultaneously, several of the language skills are depicted in pairs in the diagram. The learners found great benefit in these kind of homework activities, which allowed them to develop multiple language abilities at once. First of all, the instructor gave her students reading and writing assignments at home the majority of the time. There were six assignments due on homework. Frequently, they were written pieces. After reading them, students were expected to take their own notes in order to prepare for a discussion in a later lesson. Additionally, every reading topic had a connection to current events, which inspired students. Second, two homework assignments dedicated solely to the development of writing. In order to prepare for a class activity, students were instructed to read an email. After that, students had to get ready to deliver a presentation in class where they would discuss the feeling of their choice. Sadly, not a single one of the thirty gathered homework assignments was meant to promote listening comprehension, which is a poor outcome. As a result, students were not given homework projects to complete at

home to hone their listening comprehension. According to the hypothesis, listening helps with speaking proficiency as well as comprehension of spoken language. As may be shown from the curve in Figure 4, speaking is likewise underrepresented. In summary, the first section of this research demonstrates that the thirty assigned homework tasks mostly emphasized vocabulary and grammar. It is demonstrated in the second section, which only focuses on the four language skills, that the majority of the language skill assignments primarily focused on reading and writing. Additionally, the majority of the tasks are found to motivate the students. Speaking and listening focused assignments was the least common.

DISCUSSION AND THE RESULTS OF THE DATA ANALYSIS. The aim of this research is to analyse 30 home assignments, which were assigned to learners, by one teacher, at one secondary school in Andijan of Uzbekistan. The study attempted to investigate the goals of the homework assignments, if they foster the development of language proficiency (reading, writing, speaking, and listening). First, an examination of the objectives of the home assignments revealed that most of them are meant to reinforce previously acquired skills and serve as additional practice for concepts covered in a prior class. Integration and getting ready for a follow-up lesson come next. Furthermore, the majority of the homework had several purposes. Second, this study demonstrates that language-focused homework primarily improved writing and reading abilities, with speaking and—surprisingly—listening skills developing the least. The investigation also reveals that certain homework simultaneously improves reading comprehension and writing comprehension, namely writing with speaking. Though language skills are the primary focus of this research, language components should also be covered because they are an essential component of language development. As a result, it has been found that the bulk of collected homework assignments are focused on the language skills of vocabulary and grammar. In conclusion, it can be said that collected home assignments serve as an essential component of learning English language skills even though they were not assigned to develop listening skills at all and some of their purposes were nearly omitted.

CONCLUSION

Homework assignments play a crucial role in fostering language proficiency of English students. 30 homework assignments from a single teacher at one secondary school have been gathered over the course of a month period, and the assignments are then appropriately examined. These assignments are designed to reinforce previously acquired skills and serve as additional practice for concepts covered in previous classes. The majority of homework focuses on language skills, such as vocabulary and grammar, and primarily improves writing and reading abilities. Despite these challenges, homework assignments are considered essential for learning English language skills. The research's collected data is analyzed and discussed in both fields. The analysis of homework assignments in terms of their goal and potential effects on the development of language skills are the main topic of the article. In summary, it has been demonstrated that homework assignments are effective teaching aids for English language learners and are critical to the process of enhancing language skills as well as language acquisition.

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