

INSTRUCTIONAL SUPPORT IN STUDENTS' HOMEWORK COMPLETION

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Abstract:

This paper attempts to reveal the role of teachers in foreign language learning and increasing homework completion. During the research special attention was given to the principles of the language teaching and instructional support in EFL classes. The results compiled from the previous studies on the language teachers show that there are certain criteria in both assigning homeworks and giving feedback.

Key words: foreign language teaching, homework, instructional support, academic achievement, giving feedback.

INTRODUCTION

Every teacher makes a separate attempt to create a diverse range of assignments. Teachers want to provide the greatest instruction possible, no matter where they are or when they are teaching. They undertake a variety of tasks and endeavors. Assisting students' learning outside of the classroom with homework is one of the typical efforts and actions that teachers engage in for all learning, including English. The quality of teachers' homework assignments varies. They may apply best practice standards, assign too difficult homework, or collect homework without providing feedback.(N. Protheroe,2009) Some educators use homework to help students achieve their requirements by leveraging their strengths and filling in the gaps in the curriculum. On the other hand, some teachers employ homework as a sequence of learning exercises without taking into account the benefits of the homework's follow-up activities for pupils.

The role of teachers in assigning hometasks. One of the teaching strategies that teachers do is assigning homework. Instructors can offer some tips on how to improve homework completion rates and give students a purpose for doing their assignments. The most common reason given by students for finding English homework challenging is a deficiency in vocabulary and grammar. Therefore, it is advised that when providing homework, teachers should ensure that students understand word meaning and grammar. It is also easier for kids to do their homework when there are clear instructions. Students may express an interest in doing their assignments if they are provided clear directions. Therefore, it is necessary to give the pupils clear directions on how to complete their homework(Hamer& Jeremy,2001). Different homework assignments should be given by teachers based on the interests and skills of their students. Students might be encouraged to complete their homework if their assignments are based on their interests and abilities. For instance, some students choose to complete fill-in-the-blank exercises, free writing, question-and-answer exercises, homework that is not from the text, drawing exercises, and similar activities. Each day ought to be distinct from the one before it. Teachers should find out what interests, engages, and matters to their students in order to customize homework assignments to meet their needs and interests. For instance, if it's feasible, teachers should deliver homework assignments via email or put them in envelopes to make them more entertaining and engaging. The teacher may assign some absurd assignments. Students will then wish to complete their assignments at that point. Individual learning preferences should also be considered. Additionally, teachers can get student opinions on homework(Hamer& Jeremy,2001). However, all language skills and items should be balanced while providing assignments. Respect is essential to resolving any issue, as is well known. It plays a significant part in motivating kids to complete their homework. Teachers should treat students with

respect, not degrade them. When a pupil does something unexpected, the teacher should treat them with respect and solve the issue with professionalism rather than making fun of them. Regarding homework, teachers and students should regard it with respect. Teachers should view it as part of their professional obligations and responsibilities, and students should view it as an opportunity for personal growth. The students need to know that the effort they have made in doing the tasks will be reciprocated by the teacher (Harmer). When kids complete their homework, teachers should be kind and supportive. When students do homework, the teacher should commend them by writing or stating things like "very good," "good," "excellent," "perfectly correct," "well expressed," "good use of words," and similar things on the note copy. When students return their homework, the teacher should make sure they read over it and provide feedback. If teachers don't push their students to read comments and feedback, they won't be able to do better on their own. The instructor must alter this behavior by making sure that homework feedback is helpful. Even if students make mistakes, teachers should correct them gently rather than criticizing them for their blunders. Most students quickly scan their returned work, and if they see that their revised assignment has a lot of red markings, they may throw it aside in despair. Thus, the teacher should inquire about the student's preferred method of correction while making corrections. Teachers should not subject students to humiliation. In a similar vein, teachers should treat all students equally and honestly while assigning schoolwork to avoid creating a prejudiced or negative impression in their minds. In order for students to do their homework by discussing and sharing their thoughts, experiences, and knowledge, teachers should give homework in groups and pairs. Introducing group and duo work can increase students' practice and creative task options. This gives them the courage to complete their homework. If there are a lot of students, that is also advantageous for the teacher. The teacher's time is saved when reviewing the

homework. The majority of kids don't seem to be interested in peer and self-correction strategies. Therefore, it is advised that teachers support all students in self- and peer-correcting their assignments in order to help them become independent learners. correction is best done by the students themselves, especially where the classes are large(L. Corno,2000). This also reduces load on the part of teachers. Given that incentives are known to be crucial for achievement, educators ought to provide rewards (pens, copies, and dictionaries) to students who complete their assignments on time and accurately. Students will be more motivated to complete their assignments if their teacher gives them rewards. It can also serve as a source of inspiration for others. In a same vein, teachers have a responsibility to help pupils comprehend the value of homework and to explain its benefits. Finding the real reasons for not doing homework might be greatly aided by individual counseling. The teacher should find out why the kids aren't doing their homework and then offer appropriate guidance. Motivating pupils to complete their assignments is beneficial. Teachers should organize homework as well as other activities when planning the lesson instead of assigning immediate ideas that comes to their mind during the lesson. Homework as an educational tool can provide teachers with monitoring learners' progress, knowledge and skills or even problems with particular subject matter(H. Cooper,1994). Before a certain homework assignment is given, a number of things must be taken into account. Painter (2010) recommends implementing a homework policy right away at the start of the academic year. This facilitates students' perception of homework as a crucial part of the learning process. Teachers should first and foremost encourage student autonomy. Assisting students in determining their preferred mode of learning is crucial. To determine a student's learning style, Painter suggests creating a questionnaire or starting a conversation among students. Once learners' information has been gathered, teachers or even learners themselves can organize

assignments based on their needs. It's crucial to explain to students the goal and objective of the assigned task. As a result, homework becomes important. When teachers clarify the purposes of homework, students are able to perceive its advantages and feel that it is more beneficial to complete it. The purpose of homework must align with the knowledge of the individual student. If the homework is unrelated to the learner's knowledge, desperation and boredom set in. The similar issue arises when homework is given to teach difficult concepts or brand-new information. These are the initial things that must be learned. It's easy to spot an inadequate assignment. If a student cannot finish their homework on their own and cannot manage it without assistance, then the assignment is not properly planned. Vatterott once wrote that "sometimes it is easier to judge children as unmotivated or lazy than to reflect on our own teaching methods or to admit we don't have the tools, experience or training to meet individual students' needs." (Vatterott&Cathy,2009) It is the responsibility of the teachers, who must use caution and creativity while assigning assignments. When students discuss or begin their homework during a lesson with their teacher, they have the opportunity to ask more questions if they have any questions. This may also be the cause for delaying the assignment of homework till after the lesson. Most students are packing, and they are not paying attention. (Painter. 2010). checking homework is one of the responsibilities of a teacher. Every assignment given needs to be reviewed. It is impossible to keep track of students' progress without verifying the task. The troublesome topic can be reconsidered as a result of homework checking, which can identify areas in which students struggle. Two possible ways of assessment are mentioned by Painter. One consists of an evaluation and a mark. If teachers assign homework based on grades on a frequent basis, students will eventually come to expect it. cheating and copying follow. Students shouldn't be motivated to complete their assignments because they want to get good grades. The

link between students and their teacher is strengthened when evaluations are given in the form of comments rather than numbers. At that point, a teacher appears to be more reliable for their students. Lastly, parents can use homework as a guide to help teachers explain to them how their children are learning. Painter (2000) suggests that teachers allow their pupils to create their own homework diaries because of this. Diary management is rather simple when written assignments are taken into account. Another option that should not be disregarded is visiting parents. Parents are welcome to visit with teachers when students are introduced to their homework. Teacher's responsibility is to inform parents about possible ways to help their children with homework (Hong & Milgram, 2000). In general, homework is a highly strong instrument that can be extremely beneficial or detrimental if educators use it effectively.

CONCLUSION. Teachers should take the time to craft a variety of English homework projects in order to provide the highest quality of learning. The caliber of these tasks varies, too, since some teachers give out excessively challenging homework or collect submissions without providing feedback. When assigning homework, English teachers are essential in ensuring that pupils comprehend grammar and vocabulary. completion rates can be raised with the use of clear instructions and activities tailored to the interests and skills of the students. Teachers should give pupils clear instructions on grammar and word meaning because they might show interest in finishing their assignments. Teachers play a crucial role in assigning homework, as it helps students understand its purpose and benefits. It is essential for homework to align with the individual student's knowledge and not be unrelated to their knowledge. Teachers must use caution and creativity when assigning assignments, and students should ask questions during lessons to avoid delaying the task. Homework checking is also essential for tracking students' progress and identifying areas of struggle. By using motivating

language and euphemistic language, teachers can build students' confidence and help them develop proper learning habits. Teachers should also modify their evaluation methods to set an example and encourage students of all levels.

References

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