

Effectiveness of the 10-Principles Homework-Assignment System in Terms of Scholastic Attainment in Japanese High School English Education

Masayuki TAKAHASHI*¹

*¹ Osaka Prefectural Yamada Senior High School, 3-28-1, Suitahigashi, Suita, Osaka, 565-0821 Japan

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The present study was undertaken to verify the effectiveness of a homework-assignment system that employs the framework of 10 principles first suggested in Takahashi (2007), which students and teachers unanimously perceived to be effective. The present study examined whether or not scholastic attainment will improve with the application of the framework to high school English education in Japan. The results indicated that the system had, in fact, helped improve students' scholastic attainment. Thus, the homework-assignment system based on the 10-principles framework can be considered functional and suitable for practical use in EFL pedagogy in Japan.

Key words : effectiveness, homework, homework-assignment system, perception, attainment

1. INTRODUCTION

This study aims to provide English teachers in Japan with a methodology for the assignment of homework, based on Takahashi's (2008) findings regarding high school students' and high school teachers' perceptions on the assignment of homework.

The definition of homework used in this study is "tasks assigned to students by schoolteachers that are intended to be carried out during nonschool hours" (Cooper 2007, p.4). Several types of homework are used to support English pedagogy (e.g., North and Pillay, 2002; Robb, 1993). Concerning the assignment of English homework within Japan, Takahashi (2003) examined high school students' and high school English teachers' notions of homework and found that 78% of the participating teachers were not satisfied with students' attitudes or scholastic attainment with regard to homework. This high rate of teacher dissatisfaction suggests that homework is an area in need of attention in the field of English education in Japan. To address the problem, the author has developed the following hypothesis: A framework of the 10 principles first suggested in Takahashi (2007) (hereinafter, the 10-Principle Framework), which aims to help teachers assign homework, leads to improvement in student attainment. Before further discussion, it may be useful to look closely at some of the

important features of the 10-Principle Framework.

The 10-Principle Framework consists of 10 principles:

1. *Coordinate the homework system.* All phases of the homework system, both at school and at home, need to be linked.

2. *Post the homework policy.* The framework of basic rules for homework should be made available to students.

3. *Educate comprehensively.* Teachers must ensure that students clearly understand what is taught in class in order to encourage home study. This is the first step in linking classroom work with homework.

4. *Bridge home and school.* Students need to be provided with homework assignments that link closely to classroom activities in order to motivate homework completion.

5. *Provide appropriate tasks.* Students need to be provided with tasks that meet a variety of constraints laid down in the objectives.

6. *Provide motivating tasks.* Teachers should consider whether the tasks they assign are relevant and interesting, and therefore motivating to students.

7. *Post homework evaluation criteria.* Teachers should show their evaluation criteria for homework assignments to the students.

8. *Use the most appropriate evaluation method.* Teachers need to evaluate students' homework with the most appropriate evaluation methods.

9. *Evaluate educational conditions.* Teachers need

to consider the quantity and difficulty of the homework they assign and ensure it suits the students' situation.

10. Respect individualized homework. Teachers should treat individualized homework as important and try to assign homework according to students' educational needs.

Background knowledge pertaining to the 10-Principle Framework will be reviewed, the focus of which is on the basis of the 10-Principle Framework and the notions from aspects of educational psychology.

The 10-Principle Framework is based on the three aspects of (a) the use of a homework policy, (b) Coulter's (1979) findings on home-school relationships, and (c) the five notions in the empirical study of Takahashi (2006). With regard to a homework policy, the policy is expected to help teachers assign homework and consists of concepts such as time spent on homework, student responsibility, and parental involvement (Cooper 2007). Coulter examined the value of school-home-related homework issues and created a model with three phases such as the initial classroom phase, the home-community phase, and the classroom follow-up phase (see Figure 1).

The theoretical framework that crystallizes Coulter's notion for assigning homework in successive phases of school and home has played a major role in homework studies (e.g., Epstein *et al.* 2002). As for the third aspect, Takahashi's (2006) study determined that five notions supported by high school students and teachers as to the assignment and completion of homework comprised (a) concurrent study, (b) learner-motivating tasks and materials, (c) comprehensive evaluation, (d) deliberate assigning, and (e) a needs-based method.

English education in Japan has benefited from the research in educational psychology, which involves motivation (e.g., Gardner 1985; Dörnyei 1994; Oxford and Shearin 1994). Dörnyei (2007) argues on what makes a classroom environment motivating and contends that the educational

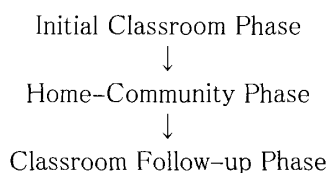


Fig. 1. The Three Phases of School-Home-Related Homework Assignment by Coulter (1979)

context needs to provide "sufficient inspiration and enjoyment to build up continuing motivation in the learners" (p.721). In addition, the ARCS model, a ten-step design process for the development of motivational systems in work and learning settings (Keller 1983), relates emotion to motivation and learning. Though the model was originally developed for classes using computers, its value in other pedagogies has been recognized (Newby 1991) and the model has been proven in numerous studies to be effective. The model can help teachers organize their knowledge about learners' motivation and motivational strategies in assigning homework. As for the motivation in assignment of homework, Ito (2009), for example, examined the motivation regarding elementary school pupils' completion of homework and a lack of persistence in doing their homework with the use of four types of motivation provided in Ryan (1993). Using the 10-Principle Framework can be another example illustrating the motivation.

A wide range of metacognition is reviewed in Sannomiya (2008). Metacognitive strategies, which facilitate learners' metacognitive abilities to recognize and control their learning ability, are critical in doing homework. O'Malley and Chamot (1990) define metacognitive strategies as "higher order executive skills that may entail planning for, monitoring or evaluating the success of a learning activity" (p.40) and point out that among the metacognitive strategies that facilitate learning effectively are selective attention, planning, monitoring, and evaluation. Pintrich *et al.* (1993) argue that metacognitive strategies are best assessed by large-scale constructs such as planning, monitoring, and regulating strategies. Notions regarding metacognitive strategies such as planning, monitoring, and evaluating, which seem to facilitate students doing homework, can be seen as inherent in the 10-Principle Framework.

Self-regulated learning (SRL) can be a key notion in the assignment of homework. Several studies found moderate to strong positive correlation between students' use of SRL strategies and academic achievement (e.g., Pintrich and De Groot 1990). Zimmerman and Schunk (2008) surveyed "key sources of motivation that are linked to students' use of SRL processes" (p.2). In relation to SRL regarding assigning homework, for example, Zimmerman *et al.* (1996) illustrate how an SRL learning cycle which involves self-evaluation and monitoring can be implemented with secondary students to develop

essential academic skills. Zimmerman, Bonner, and Kovach provide a methodology that teachers can use in presenting students with both daily assignments to develop their skills and a weekly quiz for them to assess the effectiveness of their skills. The methodology is “that assignment and quiz dates should be announced in advance so that systematic preparation is rewarded” (p.19). This methodology is reflected in the 10-Principle Framework, though arrived at independently by the author.

Skinner and Edge (2002) provide several notions that can contribute to homework study, focusing on the role of autonomy in coping, and upholding the theory that basic need satisfaction is positively related to performance. Their motivational model is based on the study of basic psychological needs for relatedness, competence, and autonomy.

Finally, Shavelson and Stern (1981) elaborate on teachers’ pedagogical judgment and decision making in day-to-day classes (p.472). Shavelson and Stern suggest that teacher practices are governed by thought processes and beliefs that act as filters and affect how instructions and assessments are made. Shavelson and Stern (p.477) also suggest that the decision-making process of most teachers is lacking. This explanation (cited in Nunan, 1988, p. 2-3 and 1989, p.134) includes suggestions for teachers with regard to instructional planning. Shavelson and Stern also suggest that when planning instructional tasks, teachers should take into consideration the following six elements: content, materials, activities, goals, students, and social community. The 10-Principle Framework shares some common features with the pedagogical judgments made by the teachers and their decision-making process with regard to instructional planning and instructional tasks as examined in Shavelson and Stern.

2. THE PREVIOUS STUDIES

2.1. Background

The 10-Principle Framework is expected to help teachers with the assignment of homework, where the use of the term *framework* is significant with the emphasis on the importance of the use of all 10 principles as a whole. The fact implies that the use of a single principle in isolation will be insufficient for improving students’ attainment. Therefore, the focus should be oriented to a system that empowers students to complete

homework with the use of the 10-Principle Framework as a whole. The author calls this system the *Homework-Assigning System* (hereinafter, HAS).

The HAS uses the 10-Principle Framework and is based both on the empirical studies that were reviewed and the author’s teaching experiences as a high school English teacher in Japan. After the study, the author strongly considers the HAS effective. However, without any confirmation of the effectiveness, only a small number of teachers will come to make use of the HAS. As Richards (1998) argues, “Good teaching involves the application of research findings, and the teacher’s role is to put research-based principles into practice” (p.65). Therefore, the confirmation of the effectiveness of the HAS is critical and thus is the focus of the present study.

More importantly, homework as self-study is an indispensable phase for school education. Yet, the theorization of homework-assignment has yet to be seen. Eventually, verification of the homework-assignment based on a practice can be expected to trigger further research and practice in this area. As for the verification of the effectiveness, the HAS has not been fully achieved though Takahashi (2008) verified the effectiveness in terms of students’ and teachers’ perceptions. In the end, scholastic attainment has to be shown for the verification.

2.2. Results

Before the examination of scholastic attainment, the findings from Takahashi (2008) will be outlined. Takahashi aimed to examine the support of the effectiveness for the 10-Principle Framework, based on perceptions of high school students and high school teachers of English, who completed a questionnaire.

2.2.1. Students

The participants consisted of 149 male and female first-year students in a common high school in Osaka, Japan. Of the students, 64 were enrolled in *Eigo I*, or English I (hereinafter, EI) and 85 in *Eibumpou-kiso*, or Basic English Grammar (hereinafter, BEG).

The research question was formed as follows in an attempt to assess the effectiveness of the 10-Principle Framework: Do high school students regard the 10-Principle Framework as being effective for doing their homework?

A counterbalanced and randomized assignment of homework based on the 10-Principle

Framework was given in either the first half or the second half of each period through the whole year (a school year being made of five periods). At the end of each period a questionnaire was distributed. Thus, students answered the same questionnaire five times in all.

Chi-square analyses for the responses showed statistically significant differences regarding the perceptions of students on the effectiveness of homework assignment using the 10-Principle Framework both in the EI and the BEG groups on all five surveys.

2.2.2. Teachers

To examine the perceptions of teachers with regard to the 10-Principle Framework, a questionnaire was sent to randomly chosen high school teachers along with a cover letter asking for their cooperation, and responses were received from 205.

The respondees exhibited a wide range of teaching experience: 12.2% of the participants had less than five years of experience. 6.8% from five to 10 years, 8.3% from 10 to 15 years, 14.1% from 15 to 20 years, 39.0% from 20 to 25 years, and 19.5% more than 25 years. The levels of English ability of their students also differed, from high-level English ability to a low level.

The research question was formed as follows: Do high school English teachers regard the 10-Principle Framework for the assignment of homework on a day-to-day practice as being effective? Each response option was provided with five scoring responses. No information regarding teachers' homework-assigning methods was provided on the questionnaire: nothing about homework tasks, the checking method, the expected time to complete homework, and so on.

Chi-square analysis showed significant differences allowing the conclusion that teachers thought assigning homework based on the 10-Principle Framework was effective.

The 10-Principle Framework was further supported through triangulation of the students' and the teachers' results.

3. PURPOSE AND DESIGN OF THIS RESEARCH

3.1. Purpose

Homework studies in Japan have not been a system that has contributed to teachers' decision-making as in Shavelson and Stern (1981). This study aimed to examine whether the HAS was deemed to be effective in scholastic attainment.

If the HAS is determined to be effective, a rationale that explains its effectiveness should be developed and will be addressed in the discussion section of this paper.

3.2. Research design

The present study involved second-year high school students and examined whether the HAS was effective in terms of those students' scholastic attainment with comparison to their results on two different tests conducted at the beginning and at the end of the study. Triangulation of the results of the two tests is used to the assessment and a followed discussion to the effectiveness of the HAS.

Effectiveness is a term often used in homework studies (e.g., Cooper and Valentine 2001; Warton 2001). However, as yet there has been no reasoned discussion of what effectiveness regarding the assignment of homework constitutes. Based on a pilot study conducted by the author, the term *effectiveness* needs to include the aspects listed below.

1. The homework can raise scores on periodic examinations.
2. The homework submission is included in term grading.
3. The completion of homework leads to recognition of achievements.
4. The assignment helps students understand the classroom work more easily.
5. The students are able to be motivated and encouraged to complete the homework assigned.

4. EXPERIMENT

The effectiveness of the HAS with respect to students' scholastic attainment was examined by comparison with two different groups under different homework assigning conditions in two subjects, where classes of one group were given homework using the HAS, and those of the other were not. The rationale behind the comparison is based on two notions provided in the 10-Principle Framework: 1. *Coordinate the homework system* and 4. *Bridge home and school*, which are supposed to mean that the content of the class should be linked to homework. To deem the HAS effective, it must be demonstrated that the attainment of the groups using the HAS was considerably greater than that of the groups without any practice.

4.1. Participants and groups

A total of 116 second-year high school students in a general course of study participated in the present study. The participants in both the Takahashi (2008) study and the present study were in the same year at high school. Therefore, there were some students who participated in both studies. Students in both studies turned out to have similar ways of behavior, attitudes, and English abilities. Most were college-preparatory.

All participants were informed of the purpose of the study by the author and were free to decide whether to participate or not. The author ensured that the participants remained anonymous throughout the study.

Such courses as reading and grammar were chosen for the experiment. The reason stands that Takahashi's (2009) research showed that Japanese high school English teachers considered these courses to be the most important for students.

Table 1 shows details of the participants involved in the study. Of the 116 participants, 68 took a subject named *Eigo II*, or English II (hereinafter, EII). The aim of the subject is mainly to enhance students' reading ability through reading intensively and extensively. The EII students were divided into two groups, where the method of assigning homework to each group differed. Students in one group were assigned homework with the use of the HAS (hereinafter the *HG*, or *HAS Group*) and students in the other group were assigned without the use of the HAS (hereinafter the *NHG*, or the *Non-HAS Group*).

The remaining 48 participants, who did not include the same participants in EII, took a subject named *Eibunpou-hatten*, or Advanced English Grammar (hereinafter, AEG). The subject aimed to help enhance learners' grammar ability, using textbooks for advanced learners. These AEG students were also sub-divided into one HG group and one NHG group.

All of these students took the Benesse study support test, and the Benesse test showed that there is no significant difference between those two groups in each subject (as will be explained later; the data is given in Table 2).

Table 1. Number of the participants in EII and AEG According to the use of HAS (HG) or Without its use (NHG)

	HG	NHG	Total
EII	34	34	68
AEG	26	22	48

4.2. Tests

Data was collected from the two tests – the Benesse study support test and a mid-term examination. The Benesse test, which measures “general language abilities” (Brown 1996, p.3) of English, was used as the pretest. The mid-term examination, which assesses “attainment” (Hallam 2004, p.16), or “the amount of material known, or learned, by each student” (Brown 1996, p.3) and assesses the “academic outcome in the short term” (Hallam 2004, p.91), was used as the posttest.

The Benesse study support test, a standardized test provided by Benesse, an education-industry firm in Okayama Prefecture, Japan, was administered to all the participants at the beginning of the study to determine students' English ability. The test is a norm-referenced test and includes questions assessing vocabulary, grammar, and reading comprehension.

The mid-term examination was used at the end of the study to reveal the effectiveness of the HAS with respect to students' attainment. The use of a mid-term examination followed the example of Shizuka's (1993) and Kobayashi's (2007) use of periodical examinations in empirical studies. Although a criterion-referenced mid-term or final test is not suitable for evaluating overall students' language abilities, the purpose of such a test is to “assess the amount of material known, or learned, by each student” (Brown 1996, p.3). That is, what is asked in the test is comparable to what is taught in the class and what students are expected to review for the test. Since the purpose of the present study is to evaluate the effectiveness of the HAS in day-to-day practice and therefore required students' everyday efforts to be reflected, a criterion-referenced test based on classroom goals is preferably used over a norm-referenced test.

4.3. Procedures and instructions

The Benesse study support test was taken by all the participants of both the AEG and EII groups at the beginning of the school year to evaluate their English abilities. The participants then attended classes until the mid-term examination for approximately five weeks between the two tests.

The EII participants had three 50-minute classes a week and the AEG participants had two 50-minute classes a week. The author was in charge of all the EII and AEG groups. The procedure of the class and the materials for each

group, HG and NHG, were essentially the same. The only difference between the HG and NHG groups was whether students were assigned homework under the guidance of the HAS or not.

The purpose and the content of homework assigned to the HG group and the NHG group was designed to be equivalent. However, there was a possibility of differences in quality and quantity. For example, we might expect the time for completion of HG homework to be shorter, since HG homework tasks should be more student-friendly according to the 10-Principle Framework. An example of this "student friendly" nature might be not to assign NHG students essay-type homework for reading comprehension, but to give the HG students multiple choice types.

The typical daily procedure of classes drawing upon the 10-Principle Framework is explained here with reference to particular principles (the numbers given in parentheses). The written homework policy was shown to the students at the beginning of the year (2). This helped students understand the goals of the class and clarified what they should do at school and outside of school hours (4). Attention was paid not only to educational conditions (9), but also to both the classes at school and homework assignments, both of which were linked (1). Students understood what was taught in class (3) and they were given elaborate homework tasks (5, 6). For example, when the textbook provided an overly challenging task to the students, the teacher needed to revise the task to make it less challenging, such as changing a task of writing a one-paragraph summary to a summary completion task or a fill-in-the-blanks exercise. As for evaluation, the teacher affixed a seal of approval, which showed that the teacher monitored the submitted homework (8). With the help of day-to-day evaluation, students knew what to do to be successful in terms of their homework (7). With the use of individualized homework, the teacher was sometimes able to assist students who faced learning or behavioral difficulties (10).

4.4. Analysis method

Data was computed through comparison with the overall results for the tests. First, using the pretests, an independent-samples *t*-test was conducted to see the difference of participants' abilities of English. Furthermore, the mean scores of the pretests and the posttests both in EII and AEG were compared by ANOVA. The data was analyzed with two factors of the two different

homework-assigning methods that were employed with the EII group and the AEG group. Effect size was also calculated, with reference to Cohen (1988, pp.284-287), to convey the magnitude of differences between the scores in the tests, using *r* for *t*-test and partial eta squared for ANOVA.

The data for the two subjects, EII and AEG, were analyzed separately. The reason for this is that a separate methodology with regard to homework was followed for the reading and grammar classes depending on what was the most appropriate for them (Takahashi 2009), in accordance with the 10-Principle Framework.

5. RESULTS

5.1. Results of the pretest

Table 2 shows the means and the standard deviations of EII and AEG in the HG group and the NHG group in the pretest.

Table 2. Means and standard deviations in pretest

Subject	Group	<i>n</i>	M	SD
EII	HG	34	51.18	10.79
	NHG	34	49.06	8.32
AEG	HG	26	50.50	11.67
	NHG	22	50.59	9.42

The *t*-test showed no significant difference in scores in EII for HG ($M = 51.18$, $SD = 10.79$) and NHG, $M = 49.06$, $SD = 8.32$; $t(66) = .91$, $p = .37$ (two-tailed). The magnitude of the differences in the means (mean difference = -2.12 , 95% CI: -2.55 to 6.78) was small ($r = .11$). As for AEG, the *t*-test showed no significant difference in scores for HG ($M = 50.50$, $SD = 11.67$) and NHG, $M = 50.59$, $SD = 9.42$; $t(46) = .03$, $p = .98$ (two-tailed) and no effect size was shown: Effect size r (mean difference = $.09$, 95% CI: -6.15 to 6.33) was calculated as $.11$.

5.2. Results of the two tests

5.2.1. EII

Table 3 shows the means and the standard deviations in the HG group and the NHG group in the pretest and the posttest of EII.

Table 3. Tests scores for HG and NHG in EII

Tests	HG			NHG		
	<i>n</i>	M	SD	<i>n</i>	M	SD
Pretest	34	51.18	10.79	34	49.06	8.32
Posttest	34	57.24	15.70	34	49.53	11.64

A mixed between-within subjects analysis of variance was conducted to assess the impact of the two different groups (HG and NHG) on participants' scores on the tests (pretest and posttest), across two time periods (beginning of term and mid-term). There was significant interaction effect between tests and groups, Wilks Lambda = .94, $F(1, 66) = 4.32$, $p = .04$, partial eta squared = .06. There was no substantial main effect for tests, Wilks Lambda = .98, $F(1, 66) = 1.54$, $p = .22$, partial eta squared = .02.

5.2.2. AEG

Table 4 shows the means and the standard deviations in the HG group and the NHG group in the pretest and the posttest of AEG.

Table 4. Tests scores for HG and NHG in AEG

Tests	HG			NHG		
	<i>n</i>	M	SD	<i>n</i>	M	SD
Pretest	26	50.5	11.67	22	50.59	9.42
Posttest	26	56.7	16.94	22	48.68	12.36

A mixed between-within subjects' analysis of variance was conducted as in EII. There was significant interaction effect between tests and groups, Wilks Lambda = .82, $F(1, 46) = 10.09$, $p = .003$, partial eta squared = .18. There was no substantial main effect for tests, Wilks Lambda = .99, $F(1, 46) = .128$, $p = .72$, partial eta squared = .003.

6. DISCUSSION

The *t*-test revealed that there was no significant difference between the two groups in the pretests in both the EII and AEG experiments. This suggests that there was no difference in the English abilities between the two groups in each experiment. The ANOVA analysis for the pretest and posttest for both EII and AEG showed a significant interaction effect between tests and groups and no substantial main effect for tests. These results suggest there exists a difference in attainment between groups in each experiment, and that the difference arose from the methodology used in homework assignment, namely that the HG group benefited from the HAS and the NHG did not. The results also highlight that the HG group had the ability to achieve significantly better marks than the NHG group. Since the study conditions of the two groups were the same except for the HAS use, it can be

concluded that, in the day-to-day teaching environment, the HAS played a critical role in raising student attainment.

The major advantage of this study is that, based on the finding in Takahashi's (2008) support for the effectiveness of the HAS by high school students' and high school teachers' perceptions, the effectiveness regarding the HAS in terms of student attainment was shown. A comprehensive discussion as to the possible reasons (mainly regarding psychological aspects) for the success of the HAS is therefore required to verify its effectiveness.

Skinner and Edge (2002) state in their model of self-determination, "individuals construct and revise self-system processes organized around relatedness, competence, and autonomy. These self-system processes in turn guide people's participation in activities of enterprise, including their coping" (p.299). A reasonable argument goes that Principles 3, 7, and 8 of the 10-Principle Framework provide relatedness, that Principles 1, 2, 4, 5, and 6 further competence, and that Principles 9 and 10 suggest autonomy. Thus, the HAS may be seen as underpinned by the basic psychological needs of relatedness, competence, and autonomy.

Shavelson and Stern's (1981) rationale—stated in the introduction section—seemed to have affected the representative teacher's existing beliefs regarding the assignment of homework, who then used the HAS to assign homework. Through his pedagogical judgment and decision-making process, the teacher in this experiment first decided to use the HAS to assign homework and then planned what to use. The teacher then elaborated the tasks for homework and assigned homework during classes. Thus, the HAS complemented the teacher's existing beliefs and helped him reflect and reconsider his pedagogical judgments and decision-making process.

Lastly, students' self-regulated thinking and conduct toward the attainment of their learning goals can help account for the approval of the HAS. Self-regulated learning (SRL) requires goal-directed activities in which students are required to instigate, modify, and sustain (Zimmerman 1998). Further, Schunk (2001) indicated that, in the social cognitive theoretical framework of self-regulated learning, "students contribute actively to their learning goals and exercise control over goal attainment" (p.125). A strong claim can be made that aspects of SRL theory are implemented in the HAS, as (a) the

written homework policy allows students to understand the desired goals and how to achieve them, (b) completion of elaborate homework assignments are facilitated through student attention to classroom instruction, and (c) continuous evaluation aids students' awareness of what to do to be successful in their homework.

7. LIMITATIONS

The analysis shows that students and teachers deem the HAS to be effective and this study found that students attending to class instruction with the help of the HAS enhance their attainment. However, this study has several limitations. Firstly, two principles of the 10-Principle Framework—*2 Post the homework policy* and *10 Respect individualized homework*—have not been effectively put into practice. For instance, the students may not have paid much attention to the homework policy in daily school life. Moreover, the teacher did not assign individualized homework very often as he could not find students that needed it, although, in classes of more than 30 students, it may in practice be difficult for teachers to find time to assign and assess individualized homework. Secondly, the number of methods of evaluation for students' day-to-day practice was small. A greater number of evaluation strategies could have had different effects on how students did homework. Thirdly, the tasks assigned for homework were limited. A greater number of tasks ought to have been used to examine whether a certain task type may have enhanced the students' homework practice. Fourthly, more attainment of the HG group was revealed, but the improvement of English abilities was unknown. It was a shame to say it was impossible to examine them because of a lack of funds to assess their improvement using, for example, the Benesse study support test or the STEP Test. Finally, as stated in the previous section, since the evaluation methodology of scholastic attainment was limited for students' day-to-day practice, an appropriate methodology to evaluate this should be developed for future study.

8. CONCLUSIONS

This study demonstrated that the HAS helps improve student attainment in English education. Confirming the effectiveness of the HAS will allow teachers to make greater use of the HAS in daily

teaching environments.

Motivation for learning differs from student to student and while keeping that in mind may be challenging, it is important for teachers to motivate each student. To enhance their students' abilities, teachers need to be enthusiastic about enhancing student practice both at school and at home. The author believes that the HAS provides a blueprint to make this possible. Implementation of this blueprint will make students more active learners both within and outside the classroom, making classroom study more energized and enlightened.

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Appendix A

Questions for students

EI:

「L6の授業」のやり方のほうが、「L7の授業」のやり方よりよかった。

- | | |
|--------------|-------------|
| 1. 全然そう思わない | 4. かなりそう思う |
| 2. あまりそう思わない | 5. たいへんそう思う |
| 3. 少しそう思う | |

BEG:

「今回のやり方」がいままででのやり方より良い。

- | | |
|--------------|-------------|
| 1. 全然そう思わない | 4. かなりそう思う |
| 2. あまりそう思わない | 5. たいへんそう思う |
| 3. 少しそう思う | |

English Translation

EI:

The method used in the classes for Lesson 6 was more effective than the one used for Lesson 7.

1. Not being supported
2. Not very supported
3. Being supported somewhat
4. Being well supported
5. Being almost fully or fully supported

BEG:

The method used in this term was more effective than the one used in the other(s).

1. Not being supported
2. Not very supported
3. Being supported somewhat
4. Being well supported
5. Being almost fully or fully supported

Appendix B

Questions for teachers

次の10項目を満たして宿題に取り組ませる方法が宿題の実践に有効であるとの調査結果がでています。あなたもその方法が宿題の実践に有効であろうと思いますか。

- | | |
|----------------|--------------|
| 1. まったくあてはまらない | 4. わりとあてはまる |
| 2. あまりあてはまらない | 5. たいへんあてはまる |
| 3. どちらでもない | |

1. 授業前、授業、授業後の3段階を連携させる。
2. Homework Policy(宿題を課す指針)を明示する。
3. 授業で十分に教える。
4. 学校と家庭の学習の橋渡しをする。
5. 目標に合致したタスクをさせる。
6. 「やってみよう!」と思えるタスクを与える。
7. 学習者への評価の説明責任を果たす。
8. 最適な評価方法を採る。
9. 学習者のおかれている状況をつかむ。
10. 個人に応じたHWも大切にす。

English Translation

Research shows that students consider an assignment of homework using all of 10 principles below to be effective. Do you think the assignment of homework using all those principles is effective?

1. Not at all effective
2. Generally not effective
3. Neither effective nor ineffective
4. Generally effective
5. Extremely effective
 1. Coordinate the homework system.
 2. Post the homework policy.
 3. Educate comprehensively.
 4. Bridge home and school.
 5. Provide appropriate tasks.
 6. Provide motivating tasks.
 7. Post homework evaluation criteria.
 8. Use the most appropriate evaluation method.
 9. Evaluate educational conditions.
 10. Respect individualized homework.