

MAXIMISING LEARNING THROUGH HOMEWORK IN THE ENGLISH LANGUAGE CLASSROOM

Although homework makes up a significant part of the primary/secondary school learner's workload, it is one area that has not been addressed adequately either through ELT publications or Malaysian teacher training programmes. The teacher's practice of giving homework seems to be shrouded by beliefs and practices that need to be articulated and documented. This workshop sets out to explore the role of homework in maximizing students' language learning opportunities.

Objectives

At the end of this course, participants will:

- To explore teacher's beliefs and practices on the use of homework in teaching literacy
- To explore the role that learners play in the choice and design of homework tasks
- To explore alternative types of homework tasks that caters to multiple intelligences and young learners' learning needs
- To explore effective feedback techniques
- To design a set of homework tasks for use in the teacher's literacy classroom

Content

- Defining homework
- Examining the reasons for giving homework
- Exploring homework types and feedback techniques
- Net-based homework
- Reviewing teacher practice
- Planning and presentation
- Preparing an action plan

Duration

3 days (24 hours)

Modes of Delivery

Training will be rooted in teacher's practice and provide for innovation based on situated practice. While exploring the theoretical framework for good practice teachers will be expected to reflect on their current realities and pedagogic practices in order to develop materials for use in their classrooms. The course will be conducted through lectures, workshops, group discussions, presentations and hands-on practice using the internet to develop homework tasks.

Participants

This course is designed for English language teachers teaching at the upper primary (Years 4-6) and secondary levels.