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The Impact of Homework on Students' Learning Achievement and Performance: Case Study of Second Year LMD Students of English Language

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Declaration of Originality

I hereby declare that this submission is my work and contains no material previously published or written by another person, nor material that has been accepted for the qualification of any other degree or diploma of a university or other institution.

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Dedication

My parents,

To whom I owe gratitude, happiness, love, and compassion... no words can describe the amount of love I bear you.

To my lovely friend, Amine Wafa, who helped me with her previous experience. And finally, I want to sincerely thank each one of my friends, who have served as an inspiration and source of encouragement.

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Abstract

Despite the extensive use of homework as an educational tool, there remains a gap in understanding how it affects students' academic performance in higher education, particularly among EFL learners. This study aims to investigate the impact of homework on student's academic achievement and performance, focusing on second-year EFL learners at Saida University, Department of English. To achieve the mentioned aim, the investigator adopts a mixed method approach, in which a classroom observation, a students' questionnaire, and a teachers' interview are incorporated as data collection tools. Findings reveal that homework positively impacts student learning achievement and performance. The study also demonstrates that when homework is thoughtfully designed and implemented, it can reinforce learning; deepen understanding, and foster critical thinking skills essential for students' success. At the end of the study, a series of recommendations are suggested to improve the effectiveness of homework.

Keywords: Academic performance, Achievement, Critical thinking skills, EFL learners, Homework.

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List of Abbreviations

EFL: English as a Foreign Language

General Introduction

General introduction

Homework, a cornerstone of education, has long been regarded as a fundamental tool for extending learning beyond the confines of the classroom. It serves as a bridge between school and home, offering students opportunities to reinforce and apply their knowledge, develop essential skills, and cultivate a sense of responsibility and self-discipline. However, the efficacy of homework has been a subject of ongoing debate, with diverse perspectives on its value and impact. In understanding the significance of homework in education, it is essential to recognize its potential to enhance student learning outcomes and academic achievement. When thoughtfully designed and implemented, homework can provide valuable practice, deep understanding, and high critical thinking ability essential for success in today's increasingly complex world.

Teachers play a pivotal role in maximizing the effectiveness of homework assignments. By aligning homework with learning objectives, providing clear instructions, and offering timely feedback, educators can create a supportive environment that promotes student engagement. Moreover, incorporating Bloom's Taxonomy into homework design can further enrich the learning experience by encouraging higher-order thinking and creativity. Bloom's Taxonomy, originally developed in 1956 by Benjamin Bloom and later revised in the 1990s, classifies educational learning objectives into levels of complexity and specificity: Remember, Understand, Apply, Analyze, Evaluate, and Create. This framework helps educators structure and assess the effectiveness of their instructional methods, promoting deeper cognitive engagement.

In light of the above, this study under inspection is an endeavor to cast the light on the multifaceted impact of homework on the students' achievement and performance. Besides, this study explores the nuanced relationship between homework assignments and students' outcomes, considering factors such as homework design and the role of teachers in enhancing homework effectiveness. Finally, the study aims to investigate how integrating Bloom's Taxonomy into homework design can foster deeper learning experiences among students.

This study, which is significant in the field of Didactics, is an attempt to explore a deeper understanding of homework's role in education and provide practical insights for improving its implementation and impact on student outcomes.

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For this reason, this research targets to answer the following research questions :

- Does homework impact students' achievement and performance? As such, two sub-questions have been stated as follows:

- How can teachers enhance the effectiveness of homework?

- Is there any correlation between the implementation of Bloom's Taxonomy in homework and students' performance?

Three research hypotheses emerged from those research questions:

1. Homework can have a positive effect on students' cognitive abilities and increase students' achievement.

2. The effectiveness of homework in enhancing students learning is influenced by the teachers' methods

3. Integrating Bloom's Taxonomy into homework design improves performance by encouraging advanced cognitive skills.

Concerning the methodology used to gather data, the researcher has relied on a mixed-method approach, where a classroom observation, a student questionnaire, and a teacher interview were chosen. This means that data were analyzed both quantitatively and qualitatively. The first research tool, a overt classroom observation, took place in two weeks during the second semester of 2023/2024. It dealt with Second-year EFL students at the University of Saida. An interview was conducted with five teachers with wide teaching experience. This interview was conducted face-to-face with four teachers and via email with only one teacher.

This research is divided into three chapters. The first one is concerned with reviewing studies and previous pieces of evidence. It tackled the main aspects related to the subject matter.

In what pertains to the second chapter, introduce the methodology adopted to fulfill the research, a detailed description of the process followed to conduct the investigation, the limitations faced by the researcher, some ethical issues related to conducting research, and the characteristics of good research. At the end, the third chapter analyzed and interpreted the data collected from the participants as it provided some recommendations.

Chapter One: Literature Review

1.1.Introduction :

Homework has always been essential in education as it helps bridge the gap between classroom learning and self-directed study. Many students think homework is necessary to identify learning obstacles and promote learning achievement and performance. Nevertheless, many individuals also voice discontent because of inadequate time management and unclear instructions.

This chapter reviews previous studies on homework, aiming to highlight its significance and the various perspectives surrounding it. Additionally, the chapter examines the impact of well-designed homework, which should be purposeful, efficient, and tailored to individual needs, incorporating elements such as ownership, competence, and aesthetic appeal. It introduces theoretical frameworks like Bloom's Taxonomy and its revised version by Anderson and Krathwohl, emphasizing their role in aligning homework with different cognitive skills.

1.2. A general overview of homework

1.2.1. Homework Definition

Many researchers have defined the term "homework" in various ways. It is frequently used to describe activities done outside normal school hours; it can be characterized as learning that occurs outside of the formal classroom setting and is mainly the student's responsibility.

According to Cooper et al. (2006), homework is any task that is assigned by schoolteachers to students to be completed outside of regular school hours. Variations of homework can be categorized according to its amount (quantity), skill area (various subjects like math or language arts), purpose (such as reinforcement, practice, or preparation), degree of individualization (work could be tailored to students' specific needs), choice of the student (learners can use autonomy in selecting tasks or topics), completion deadline (assignments may have variable deadlines, which can influence time management), and social context (tasks can be assigned to individuals or in groups, which influences the development of communication and collaboration skills). In the same vein, DeJong, Westerhof, and Creemers (2000) (as cited in Mansri, 2020, p. 40) state that homework is "performing school curriculum tasks outside regular school classes." This definition suggests that homework serves as an application of material or a lesson that has been taught in the class, but it is accomplished outside of regular classroom hours. On the other hand, Keith (1982) described homework as the time students dedicate to studying apart from class (p. 248). This homework definition only considers the time element

and does not describe what homework is. Nevertheless, various factors need to be considered when it comes to giving out homework. taking into account. This varied characteristic encompasses a range of subjects, such as educators' perceptions, actions, and convictions regarding different aspects of homework such as behaviors related to homework including timing, amount, type, and handling it What happens after homework is finished? (Is

it collected, evaluated, or given back?).

Another term relevant to the research, "student achievement," can be defined in a variety of ways depending on the perspective and criteria used. One common definition is a student's performance on standardized tests, as measured by scores (Cooper, Valentine, Nye, & Lindsay, 1999; De Jong, Westerhof, & Creemers, 2000). Another definition considers student achievement in terms of class grades (Keith, 1982; Xu, 2009). Despite these various definitions, defining and understanding homework remains difficult, especially in public debates where differing opinions on its effectiveness and impact may exist.

1.2.2. Homework Types

There are three kinds of homework-related instructional purposes: Practice, preparation, and extension (Rosário et al., 2015). These practices can be applied by teachers to bring students into the learning process and to have a better understanding of the topic.

Hong and Milgram (2000, as cited in Amrane & Belhout, 2019) outline the different types of homework. First, there is a kind of homework designed to help students reinforce and apply skills or knowledge to improve learning and retention, this entails going over, practicing, and drilling the content. Second, some homework assignments aim to expand knowledge as well as serve as reinforcement. In these situations, teachers give their students the chance to expand, deepen, and enhance what they have already learned. Lastly, by exposing students to content that will be covered in future classes, homework can also act as a primer for what they will learn in the future(p.17).

1.2.2.1.Practice Homework:

Practice assignments are designed to help students learn new material faster, show that they have mastered it, go over it again, get ready for an exam, and retain it over time. For instance,

math and spelling practice homework is more frequently utilized to improve spelling and math fact fluency.

1.2.2.2.Preparation Homework:

Using homework was intended to prepare students for upcoming class material. (Rosario et al., 2015). This indicates that this type of homework is associated with the concept of pre-learning. Additionally, it prepares students for in-class activities scheduled for their upcoming lesson. The homework questions are designed to encourage students to think about a past homework topic and get ready for future topics. As stated by the researcher, engaging in practice and completing homework assignments led to an improvement in students' performance in math. According to a study involving 638 sixth-grade students, it was discovered that practice homework assignments can greatly influence students' math performance, whereas studying for homework does not have a significant impact on academic achievement. Homework assignments aimed at practicing and preparing have been found to influence students' math skills. Students achieved the ability to go over the material discussed in the upcoming lesson and copy the main concepts from the textbook into a notebook to assist students in their preparation for educational purposes. Students will utilize the textbook to concentrate on the upcoming lesson and get ready.to learn about the material that will be discussed in the upcoming class (Rosario et al., 2015).

1.2.2.3.Extension Homework:

Extension homework typically involves tasks that span a long period and complement the material being taught in class. Students must apply their prior knowledge to complete these assignments. It focuses on applying what have previously learned to tackle new challenges or tasks (Rosario et al., 2015). Assigning homework in this form allows teachers to motivate their students to work in cooperative groups and become more creative in their educational processes. Real-life, hands-on students use those skills they have acquired to finish extension homework tasks. This provides a richer learning experience for students. In addition, the researchers, Rosario et al., observed that the homework followed in class, with a specific function of this extension (developing problem-solving skills), has a positive effect on students' achievement.

1.2.3. The Benefits of Homework:

Homework is commonly considered a tool for practice and skill development, allowing students to gain proficiency in a variety of subjects. However, its place in the educational system has sparked much debate. While some support its benefits, others question its efficacy. Some scholars agree that homework gives students valuable opportunities to apply their knowledge, serves as a continuous assessment tool for teachers to gauge learning progress, and allows students to review class materials on their own. For example, Paulu (1998, p. 8) outlined various advantages, as listed below:

- Increase the amount of time allotted for learning
- Help students review and apply what they have learned.
- Get them ready for class the following day.
- Teach them how to use resources like libraries and reference materials, and let them delve deeper into subjects than time allows in the classroom.

Meanwhile, Cooper (1989) and Cooper et al. (2006) claimed that There are some potential benefits that teachers have found that can be divided into four main categories: immediate learning and achievement, long-term academic benefits, non-academic benefits, and increased parental involvement. The grade level may have an impact on these effects. Better study habits, increased self-control and discipline, better time management, heightened curiosity, and improved problem-solving skills are a few of these beneficial effects.

1.2.4. The potential drawbacks of homework:

Homework, which is widely supposed to be beneficial, also possesses drawbacks. According to Cooper's research, students' attitudes toward school can be negatively impacted by homework because it makes them less interested in learning. Additionally, parental involvement in homework may be hindered if parents are unfamiliar with the assigned material or if their teaching approach differs from that used in school, contributing to student stress. Homework can also limit children's access to leisure activities and community engagements, impacting their overall well-being and social development. Furthermore, the potential for cheating or excessive reliance on external help for completing assignments is also a concern, along with the widening gap between high-achieving students from well-to-do homes and low-achieving students, further exacerbating disparities in achievement (Cooper et al., 2006).

Cooper (2001) highlights the difficulties low-income students frequently encounter in finishing their assignments, including inadequate study spaces and part-time jobs.

Positive Effects
Immediate achievement and learning
Better retention of factual knowledge
Increased understanding
Better critical thinking,concepts information,information processing
Curriculum enrichment
Long-term academic benefits
More learning during leisure time
Improved attitude toward school
Better study habits and skills
Non-academic benefits
Greater self-directed
Greater self-discipline
Better time organization
More inquisitiveness
More independent problem-solving
Parental and family benefits
Greater parental appreciation of and involvement in schooling
Negative Effects
Loss of interest
Physical and emotional fatigue
Denial of access to leisure time and community activities Parental interference Pressure to complete assignments and perform well Confusion of instructional techniques Cheating Copying from other students Help beyond tutoring Increased differences between high and low achievers

Table 1.1: Effects of homework

Note1.1: adopted from Cooper (1989) by the Association for supervision and curriculum development

1.3. The Importance of Homework for learners:

Cooper (2001), in his article "Homework for All--in Moderation", emphasizes the positive impact of homework on academic achievement. Cooper asserts that homework is essential in reinforcing learning, providing additional practice, and extending learning beyond the classroom, ultimately leading to improved student performance. He highlights the correlation between homework completion and higher grades, suggesting that students who regularly engage in homework tend to achieve better academic outcomes. Additionally, Cooper discusses how homework can help students develop essential skills such as independent study habits, self-discipline, and time management, which are key factors in academic success. In the same context, Marzano and Pickering (2007), asserted by enabling students to go deeper into the material covered in class, homework can enhance achievement by promoting better understanding and memory of the material.

Bembenutty (2011c, p. 449) claimed that :"Homework assignments can enhance the development of self-regulation processes and self-efficacy beliefs, as well as goal setting, time management, managing the environment, and maintaining attention". Homework is a valuable tool for reinforcing knowledge and instilling good study habits in students. Beyond academics, homework offers practical advantages outside the classroom. By completing assignments, students gain essential skills such as time management and accountability. These skills are vital for students' overall growth and future success, as they enable them to manage their schedules effectively, prioritize tasks, and stay organized.

According to Hassaan (2012), homework provides numerous positive outcomes: - Enhanced enthusiasm for learning - Sharpened writing and reading abilities - Increased parental support for education Beyond academic advantages, homework fosters: - Self-discipline and time management skills - Initiative and accountability - Inquisitiveness and problem-solving capabilities - Essential study habits Overall, homework plays a pivotal role in shaping students' academic attitudes and habits, fostering lifelong learning.

On the other side, Cooper (2001) asserted that doing homework can aid students in enhancing their critical thinking and problem-solving abilities, as well as helping them cultivate their passions, objectives, and skills in analyzing, concentrating, and structuring their thoughts. Moreover, if children approach homework positively, it can lead to improved grades, self-confidence, and knowledge acquisition, as well as professionality and personality development.

1.4.Cognitive processes involved in homework*:*

1.4.1.Memory and recall :

Sternberg (1999, as cited in Kumar, 2018) stated: "Memory is how we draw on our past experiences to use this information in the present"(p.2). Memory refers to the mental capacity to store, retain, and retrieve information. It involves encoding, storing, and retrieving information when needed. Many homework assignments are based on reviewing what has been done in the classroom. To remember things, it is beneficial to associate what is being learned with what is already known. If homework is based on things that people have already mastered, it is easier to store knowledge in one's memory. Therefore, it is important that homework is prepared carefully in school and that the teacher makes sure that the pupils understand completely what is to be learned. Homework that is not carefully prepared and meaningful is difficult for pupils to remember

In summary; homework and memory is essential for academic success. Homework tasks serve as opportunities for students to practice and reinforce their learning, which can have a significant impact on memory retention.

1.4.2.Critical thinking and problem-solving:

Critical thinking is a complex cognitive process that includes analyzing information to determine its structure, evaluating its reliability and validity, and synthesizing different perspectives to create well-reasoned judgments and decisions (Facione, 2015). In the context of education, critical thinking is essential for students to be able to engage with and understand complex concepts and ideas. Students who use critical thinking are better able to comprehend evidence, construct logical arguments, and determine the credibility of sources. According to studies, students who possess strong critical thinking abilities do well on tests, comprehend difficult content, and are more likely to complete their education (Abrami et al., 2008; Ennis, 2011).

Higher-order thinking abilities like analysis, synthesis, and evaluation are promoted by critical thinking. These abilities can help students throughout their lives and are essential for success in the workforce of the twenty-first century (Bybee et al., 2006). This implies that giving students challenging assignments that call for them to assess, evaluate, and synthesize data can help in the development of their critical thinking skills. Promoting critical thinking through homework is an effective way to enhance students' analytical and problem-solving

skills. Furthermore, incorporating activities such as case studies, research projects, reflective journals, and open-ended questions into homework assignments can stimulate critical thinking. These tasks prompt students to apply their knowledge in real-world contexts, make connections between different concepts, and develop their perspectives on the subject matter.

1.5.Perspectives towards Homework:

1.5.1.Students' perspectives:

Many students see homework as valuable for reinforcing classroom learning, helping them practice skills, and retaining information through repeated application (Cooper, 2006; Marzano & Pickering, 2007). Furthermore, students appreciate the autonomy homework provides, allowing them to work at their own pace and explore interests more deeply (Xu & Corno, 2003).On the other hand, Many students feel stressed by the volume and difficulty of homework, which can negatively impact their well-being and reduce time for other activities (Galloway, Conner, & Pope, 2013).

1.5.2Teachers' perspectives:

Although teachers acknowledge homework's importance, only limited research has been conducted on this subject. According to various studies conducted by MacBeath and Turner (1990); Wiesenthal et al (1997); and Cooper (2001) stated that students get a chance to improve their knowledge by doing homework.

According to MacBeath and Turner (1990), homework helps enhance independent learning and fosters perseverance and self-discipline. Even though a lot of teachers emphasize the academic advantages of giving homework, creating assignments can be challenging. Teachers are too occupied with creating lesson plans and reviewing teaching materials to allocate sufficient time for grading students' homework accurately

1.6. The Role of the Teacher in Enhancing Homework's Effectiveness

1.6.1. Teachers' strategies for effective homework

After determining that homework will be beneficial for students and worth their time and effort, it is crucial for teachers to carefully plan the design of the assignment and incorporate elements to enhance its effectiveness.

To assist students in directing their learning and confirming their understanding of lesson objectives, teachers develop learning targets focused on the student's perspective and display them in the classroom for that day's lesson. Learning objectives ought to serve as a roadmap for determining which instructional strategies are working, what has to be altered, and where improvements can be made. To promote rigor and the best possible learning outcomes, learning targets should also help teachers create ambitious goals. (Brookhart & Moss, 2012).

In language teaching and learning, it is crucial to remember that learning can take on various forms. Each student has a learning style and diverse educational requirements. The teacher can design an efficient and fruitful learning-teaching process that assigns students a variety of homework assignments that match their individual differences, needs, and profiles by taking into account the learners' varied learning styles and speeds (Kubat, 2018). Relying on a single form of homework over others can lead to the marginalization and exclusion of certain students from the educational process.

In research involving 112 college chemistry students, the participants express enthusiasm for various homework assignments. 62% of students find online assignments satisfactory because they offer immediate feedback and allow multiple attempts, while only 41% are satisfied with traditional paper assignments due to a lack of printing issues and familiarity (Jennifer, 2018).

Differentiating homework is an essential teaching strategy to meet each student's specific needs. According to Tomlinson (2014), "differentiation involves matching instruction with student learning needs".This means that when creating homework assignments, teachers need to take into consideration the different skill levels, interests, and learning styles of their students.

Butler in his book *Homework* states that" In schools where homework is frequently assigned and adequately graded, students tend to achieve better and perform at a higher level". That means students perform better and achieve more in schools that regularly assign and grade homework. Assigning homework frequently, according to Bulter, can have a positive impact on students' attitudes toward learning in general and school in particular. Butler also asserts that homework is a crucial method for teachers to keep track of their students' development and identify any academic challenges they may be facing. This point of view emphasizes the potential advantages of homework when used properly in educational environments and examinations.

Albright, Bass, Johnson, and Linton (2011) stress how important it is for teachers to provide feedback on assignments. They contend that teacher feedback is crucial in helping students

recognize and work on their weaknesses and in helping teachers evaluate how they are teaching. Without feedback, students could find it difficult to see the importance of homework and lose interest in devoting time and energy to finishing it. According to the results of a study by Wilson and Rhodes (2010), 44% of the students who participated in the survey said that they rarely get their homework back right away with feedback. Every time, a few days would pass before it is given back. Of these students, 27% claimed to receive their homework back in a day or two. Students don't know how well they grasp the subject or what they need to work on because they don't receive feedback promptly

1.6.2. Designing Effective Homework

One of the main issues that teachers worry about when they are teaching is how homework can benefit students. To support students in understanding and mastering the material covered in class, most teachers incorporate homework. Although strengthening learning is their primary objective, they frequently discover that they are expected to understand what makes homework effective. The main challenge for teachers with homework is not how much to assign, but how to develop tasks that enhance learning and achieve educational objectives.

Vatterott is regarded as a global authority on homework, vatterot (2010) outlined five key elements of effective homework: purpose, efficiency, ownership, competence, and aesthetics appeal

Purpose :

The homework should be comprehensive and the teacher should give students assignments that are appropriate according to their level and their learning styles.

According to Xu (2009), Homework should be comprehensive, covering a wide range of topics and appropriate for students' levels and learning styles. Students should understand each assignment's purpose and relevance to their learning context.Additionally, homework allows teachers to gather feedback on students' comprehension and progress. Thus, Prothereo (2009), affirmed that students should have a clear understanding of the tasks they need to complete and how to approach them.

Efficiency :

In order to improve learning results, efficient homework involves designing assignments that are individualized, doable, and purposeful. It entails creating assignments that emphasize developing skills and critical thinking rather than being too time-consuming. Teachers may help

students do their assignments more successfully and perform better academically by giving them clear directions and encouragement.

Ownership:

When students customize assignments to suit their interests and preferences, they are taking ownership of their education. Teachers can boost student motivation and engagement, which will result in more meaningful learning experiences and better outcomes, by giving students increased autonomy and choice. Promoting ownership provides pupils with a sense of ownership over their learning and makes them feel involved in their homework projects.

Competence:

Competence in homework, as discussed in Vatterott's (2010, p.13) article, involves ensuring that all students feel capable and successful in completing tasks independently. To achieve this, teachers are advised to differentiate assignments based on individual students' needs, providing tailored support such as graphic organizers, simplified directions, and adjusted levels of difficulty. By offering accommodations and adjusting the workload to be time-based rather than task-based, teachers can help students feel more confident in their abilities to complete homework successfully. This approach aims to promote a sense of competence and confidence among students, ultimately enhancing their engagement and learning outcomes.

Aesthetic Appeal

Vatterott (2010, p.4) noted that Aesthetic appeal in homework tasks focuses on the visual presentation and design of assignments to make them engaging and interesting for students. Teachers are encouraged to create visually appealing tasks that are uncluttered, incorporate graphics or clip art, and provide ample space for students to write their answers. By making homework tasks visually inviting, students are more motivated to engage with the assignments. The article cautions against compromising learning for the sake of aesthetics, suggesting that tasks like word searches or crossword puzzles may not always be effective in reinforcing concepts. Instead, tasks that encourage students to create their content-related patterns or find connections between concepts can enhance both the aesthetic appeal and educational value of homework assignments. By prioritizing aesthetic appeal in homework tasks, teachers can increase student motivation and interest in completing the work.

I.6.3.Applying Bloom's Taxonomy in Homework Design

According to Anderson and Krathwohl (2001), the framework known as Bloom's Taxonomy created in 1956 by Benjamin Bloom and his colleagues was designed to classify

educational goals and objectives. It identified six primary types of cognitive functions: knowledge, comprehension, application, analysis, synthesis, and evaluation. This classification system mainly concentrated on the cognitive aspect, highlighting the enhancement of thinking abilities.

In the late 1990s, a group led by Lorin Anderson, a student of Benjamin Bloom, and David Krathwol, one of Bloom's partners in developing the cognitive taxonomy, were well positioned to critically analyze and update the classic taxonomy. They assembled a group of experts in cognitive psychology, curriculum and instruction, and educational assessment to work on the revisions from 1995 to 2000.
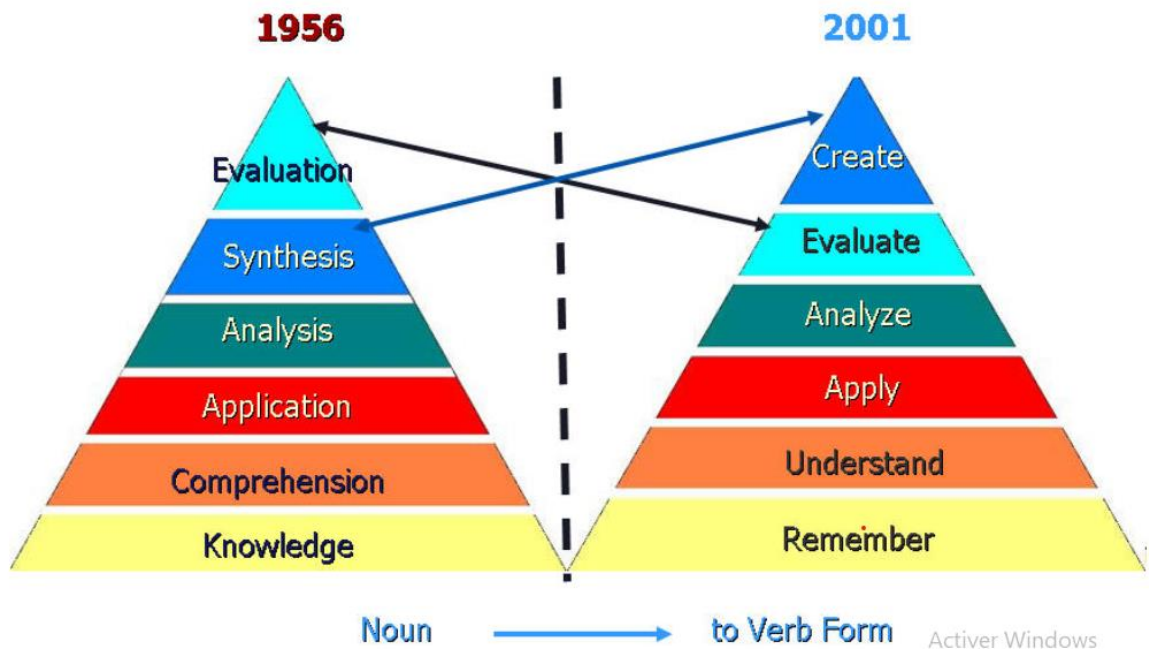
Figure1. 1. The evolution of Bloom's Taxonomy from 1956to2001(Wilson,2016,p.4)

The revised taxonomy by Anderson and Krathwol not only redefined Bloom's original concepts but also addressed many of the criticisms and concerns raised by Bloom himself. The updated version introduced a more structured approach to organizing components, emphasized different types and levels of knowledge (factual, conceptual, procedural, and metacognitive), and provided a clear framework for documenting cognitive processes related to instructional tasks.

The researcher also maintains that teachers can use these two-dimensional frameworks to help students identify the kinds of knowledge they need to engage with as well as the cognitive processes they should use. The updated taxonomy offers an even more comprehensive tool for

creating assessments that encourage higher-order thinking by connecting the various levels of cognitive processes with knowledge categories. By aligning homework assignments with the different levels of Bloom's Taxonomy, educators can help students develop a more comprehensive set of cognitive abilities. Lower-level tasks, such as recalling facts or understanding concepts, can serve as a foundation, while higher-order activities that require critical analysis,problem-solving, and evaluation can challenge students to engage more deeply with the course material
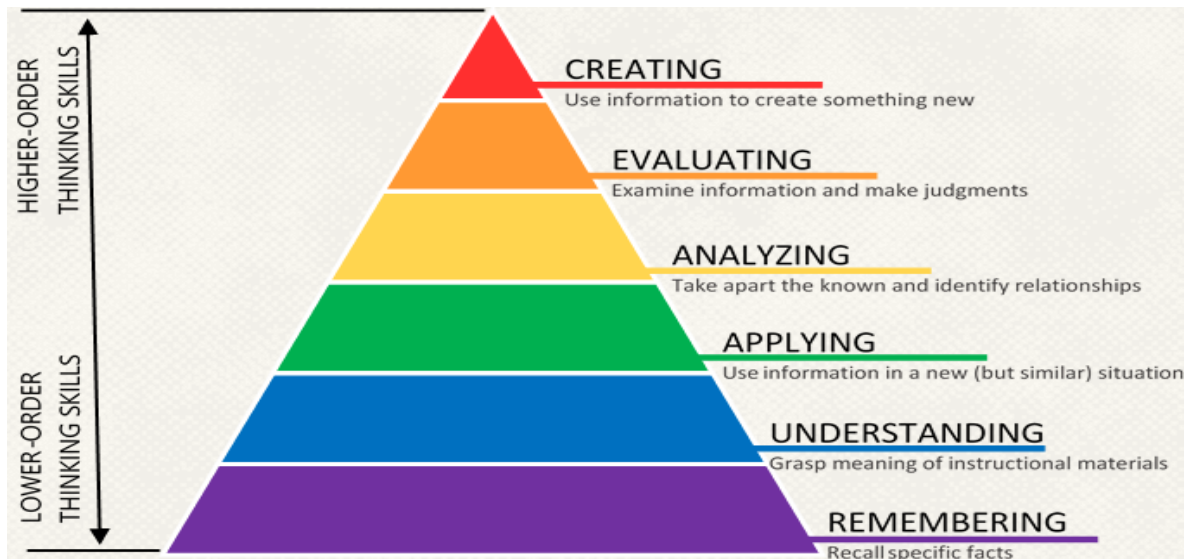
Figure 1.2 Bloom's Taxonomy levels (as cited in Krathwohl,2002)

Nurmatova and Altun(2023), stated that these cognitive skills(as shown in the above figure) are crucial for EFL teachers to enhance students 'language learning outcomes and critical thinking abilities.

Additionally, Athanasiou et al. (2003) suggested that utilizing the taxonomy as a teaching method to create diverse assessments enhances student engagement and improves critical thinking skills by analyzing, synthesizing, and making logical inferences. The writers claim that Bloom's Taxonomy can help in creating learning goals and evaluations that encourage critical thinking in students, leading to development and assisting students in enhancing their academic and professional readiness. students who are cognitively challenged are more likely to use different strategies for learning, thinking, and problem-solving. This active engagement with challenging tasks can enhance their ability to recall information, apply learning strategies, and tackle complex classroom assignments. When students know their strengths and

weaknesses and adjust their cognitive processes accordingly, they can adapt more effectively to diverse tasks and facilitate their learning (Krathwohl,2002).

1.7.Conclusion

This chapter handled the theoretical part of the study. It first provided a glimpse of the term homework as it has emphasized its types, potential benefits, and drawbacks. Moreover, The chapter examined homework's significance for students, specifically its role in reinforcing knowledge, improving memory and recall, and cultivating critical thinking and problem-solving skills. It also presented the various perspectives of students and teachers on homework. Furthermore, the chapter emphasized teachers' critical role in improving the effectiveness of homework assignments and outlined strategies for designing effective homework. It highlighted the importance of incorporating Bloom's Taxonomy into homework design.

Chapter Two : Research Methodology

2.1 Introduction:

This chapter deals with explaining and mentioning the methods, tools, population, and objectives of the research, and all about describing how the work has been completed. The researcher will first restate the research questions and hypotheses, in addition to mentioning the main aim and objective of conducting such a research study. Then, describing the tools and methods that the investigator worked with was a necessary step to be taken in this chapter, then presenting the sample population that has been worked with, and finally before concluding the chapter the researcher listing the obstacles that he has been facing while working on this topic.

2.2. Methodology:

According to McCombes (2019), methodology encompasses the overarching aim and justification for a research endeavor. It involves exploring the theories and concepts that underlie the methods used in a particular field to devise a strategy aligned with one's goals. Achari (2014) defines research methodology as a systematic process for addressing research problems in a methodical manner, essentially studying the science behind scientific research. In conducting research, it is essential for researchers to grasp not only the research techniques but also the relevant methodologies.

On the contrary, Babu (2008) elucidates that methodology shapes the research inquiry, clarifying its necessity by defining the initial stage, scope, and potential outcomes of the research. In this context, the researcher has chosen mixed methods research to address the two research questions previously raised. Additionally, the researcher relies on mixed methods research to gather comprehensive data, thereby dispelling confusion surrounding the subject matter and enhancing the academic validity of the research.

2.2.1. Mixed Methods Research:

Mixed methods research is a comprehensive approach that combines qualitative and quantitative research methods within a single study to gain a deeper understanding of a research problem or phenomenon (Creswell & Plano Clark, 2017). This methodology integrates the strengths of both qualitative and quantitative approaches, allowing researchers to explore complex issues from multiple perspectives and dimensions (Johnson & Onwuegbuzie, 2004).

By employing mixed methods, researchers can triangulate findings, corroborate results, and address research questions more comprehensively than using either approach alone.

In mixed methods research, data collection involves gathering both qualitative and quantitative data using a variety of techniques such as surveys, interviews, observations, and experiments (Teddlie & Tashakkori, 2009). Researchers employ systematic procedures to collect data from different sources and in different forms, ensuring a holistic understanding of the research topic. Moreover, the integration of qualitative and quantitative data occurs at various stages of the research process, including data analysis and interpretation (Creswell & Plano Clark, 2017). This integration allows researchers to capitalize on the strengths of each method while mitigating their respective limitations, thereby enhancing the validity and reliability of the research findings.

Overall, mixed methods research offers researchers a flexible and robust approach to studying complex phenomena, enabling them to explore research questions in greater depth and breadth (Johnson & Onwuegbuzie, 2004). By combining qualitative and quantitative methods, researchers can capitalize on the complementary nature of these approaches, ultimately producing richer and more nuanced insights into the research problem at hand.

2.2.1.1. Qualitative Research:

Qualitative research is a methodological approach used to explore and understand complex phenomena from the perspective of the participants (Creswell & Poth, 2016). It involves the collection and analysis of non-numerical data, such as words, images, and observations, to uncover the meanings, patterns, and themes inherent in human experiences (Merriam & Tisdell, 2015). Unlike quantitative research, which focuses on numerical data and statistical analysis, qualitative research aims to capture the richness and depth of human experiences, emotions, and perspectives.

In qualitative research, data collection methods often include techniques such as interviews, focus groups, participant observation, and document analysis (Merriam & Tisdell, 2015). These methods allow researchers to engage directly with participants in their natural settings, enabling them to explore research questions in depth and to gain insight into the context and nuances of the phenomena under investigation. Moreover, qualitative research emphasizes flexibility and adaptability, allowing researchers to adjust their approach based on emerging insights and findings (Creswell & Poth, 2016).

Data analysis in qualitative research involves systematic and iterative processes aimed at uncovering patterns, themes, and meanings within the data (Merriam & Tisdell, 2015). Researchers use various techniques such as coding, thematic analysis, and constant comparison to organize and interpret the data, often employing qualitative data analysis software to facilitate the process (Creswell & Poth, 2016). The goal of qualitative data analysis is to generate rich, descriptive accounts that capture the complexity and nuances of the research topic, providing insights and understanding that go beyond mere numerical representation.

2.2.1.2. Quantitative Research:

Quantitative research is a systematic and structured approach used to gather, analyze, and interpret numerical data to answer research questions or test hypotheses (Creswell & Creswell, 2017). This methodological approach focuses on collecting data that can be quantified and analyzed using statistical techniques to identify patterns, relationships, and trends within a population or sample (Creswell & Creswell, 2017). Unlike qualitative research, which emphasizes understanding the depth and complexity of human experiences, quantitative research aims to measure and quantify observable phenomena, providing empirical evidence to support or refute hypotheses.

In quantitative research, data collection methods typically involve the use of standardized instruments, such as surveys, questionnaires, and tests, to gather data from a representative sample of the population (Creswell & Creswell, 2017). These instruments are designed to elicit responses that can be quantified and analyzed statistically, allowing researchers to draw objective conclusions about the relationships between variables. Moreover, quantitative research often relies on structured and predetermined research designs, such as experiments or surveys, to control for potential confounding variables and ensure the reliability and validity of the findings (Creswell & Creswell, 2017).

Data analysis in quantitative research involves the application of statistical techniques to analyze numerical data and test hypotheses (Creswell & Creswell, 2017). Researchers use statistical software packages to calculate descriptive statistics, such as means, standard deviations, and frequencies, as well as inferential statistics, such as t-tests, ANOVAs, and regression analyses, to identify patterns and relationships within the data. The goal of quantitative data analysis is to generate objective and generalizable findings that can be used to make predictions, draw conclusions, and inform decision-making in various fields of study (Creswell & Creswell, 2017).

2.3. Sample Population:

The sample population, often termed the study population, refers to the specific group or subset of individuals or elements from which data are collected in a research study (Bryman, 2016). It represents the larger target population that researchers aim to draw conclusions about based on the findings derived from the sample (Bryman, 2016). Selecting the appropriate sample population is a fundamental aspect of research design, as it directly influences the generalizability and external validity of the study's results.

Researchers typically employ various sampling techniques to select a representative sample population from the larger population of interest (Neuman, 2000). These techniques may include random sampling, stratified sampling, or cluster sampling, depending on the research objectives, resources, and constraints (Neuman, 2000). The primary goal of sampling is to ensure that the sample population accurately reflects the characteristics and diversity of the broader population, thereby enhancing the reliability and validity of the study's findings.

The size and composition of the sample population are determined based on several factors, including the research objectives, desired level of precision, and statistical methods employed (Creswell & Creswell, 2017). While larger sample sizes generally increase the precision and reliability of estimates, smaller sample sizes may be sufficient for certain research questions or analyses (Creswell & Creswell, 2017). Additionally, researchers must consider factors such as the sampling frame, margin of error, and potential biases when selecting and interpreting the sample population to ensure the accuracy and integrity of the research findings (Creswell & Creswell, 2017).

2.3.1. Description of the Students' Profile:

To meet the requirements of the study, classroom observations were conducted in two second-year classes, chosen at random to participate in the research. The total student count across these classes was fifty (50).

2.3.2. Description of the Teachers' Profile:

The researcher enlisted the participation of five teachers to respond to her interview. Among these educators, a variety of academic credentials in the teaching field were represented, with

most having accrued at least five years of teaching experience. Consequently, the researcher sought their assistance to glean insights pertinent to her subject matter, which focuses on homework's impact on students' learning achievement and performance.

2.4. Research Tools:

Scholars universally recognize that research tools significantly contribute to the reliability and validity of academic studies. In this context, the current research depended on three key instruments: classroom observations, student questionnaires, and teacher interviews. These were specifically selected to conduct a thorough investigation into the effects of homework on students' learning outcomes and academic performance.

2.4.1. Observation:

Observational research is a qualitative research approach that involves observing and analyzing the intended respondent or subject in their natural environment. This method is employed when traditional data collection methods like surveys or questionnaires are deemed ineffective or insufficient. It is particularly useful for examining ongoing behaviors, events, or scenarios, as well as observable physical effects. Through observation in natural settings, qualitative data is often obtained, although occasionally supplemented by quantitative surveys to validate certain observations or correlations (Fraenkel, Hyun, & Wallen, 2012).

Some research questions are better addressed through direct observation of phenomena or behaviors rather than relying solely on self-reporting. For instance, while the impact of homework on students' learning achievement and performance could be explored through student questioning, a more thorough understanding may be gained by observing them during study sessions. Unlike other research methods, observational research is typically conducted covertly or without explicit disclosure.

2.4.1.1. Description of the Classroom Observation:

The observation occurred during the second semester of the academic year 2023-2024 at University of Saida, Dr.Moulay Tahar. An overt observation method was employed, where students were informed about the process. This approach was chosen for its naturalness and lack of ethical concerns (Griffin, 2014).The researcher conducted observations with second-year students over a three-week period. Two observation sessions were allocated to the first class, consisting of (24) pupils, while the second class, comprising (26) pupils.

Two data collection techniques were employed to enhance the structure of the observation. The first involved the use of a checklist, while the second technique involved taking notes to capture additional information not covered by the checklist. The researcher positioned herself at the back of the classroom to ensure a comprehensive view of all relevant details for the study.

2.4.2. The students 'questionnaire:

A questionnaire is a research tool consisting of a series of written questions designed to gather data from individuals or groups of participants (Fowler, 2013). It is a common method used in survey research to systematically collect information about a population's attitudes, opinions, behaviors, or characteristics (Fowler, 2013). Questionnaires can be administered in various formats, including paper-based forms, online surveys, or electronic surveys, depending on the researcher's preferences and the participants' convenience.

The questionnaire design involves careful consideration of the research objectives, target population, and the type of data being sought (De Vaus, 2014). Researchers must ensure that the questions are clear, concise, relevant to the research topic, and appropriate for the intended respondents (De Vaus, 2014). Questionnaires may include closed-ended questions with predefined response options, open-ended questions that allow participants to provide detailed responses in their own words, or a combination of both types to capture a range of perspectives.

Once designed, questionnaires are typically distributed to participants either in person, by mail, via email, or through online survey platforms (Fowler, 2013). Participants are instructed to complete the questionnaire by responding to each question according to their own experiences, opinions, or beliefs. The data collected from the completed questionnaires are then analyzed to identify patterns, trends, or associations that can inform research findings and contribute to the overall understanding of the research topic.

2.4.2.1. Description of The students 'questionnaire:

The investigator uses the students' questionnaire in order to be able to obtain quick significant and authentic data with the aid of a decent number of participants. The questions asked to students where aimed to answer various inquiries; the main ones are to determine the impact, frequency and importance of homework. The other aim was to gage the influence on pupils' learning outcomes and academic performance. The questionnaire used in this study aids the investigator to collect very vital data in addition to the fact that it helped in answering the research questions, and in proving the hypotheses as well. The participants included students

that were randomly chosen for the sake of obtaining pure correct data about Homework's impact on students' learning achievement and performance.

The investigator went to the University of Saida, Dr. Moulay Tahr, then distributed the papers to the participants, and then clarified everything before distributing the questionnaire.

The questionnaire contains two main sections, the first one focuses on gathering general information about the participants. The second section aims to shed light and gather data about the impact of homework on students' competence and academic performance including the student's perceptions toward homework, the impact of the homework, and the teacher's strategies.

2.4.3. Teachers' Interview:

An interview is a research method that involves direct communication between a researcher and a participant or group of participants to gather information about a specific topic of interest (Rubin & Rubin, 2012). It is a structured or semi-structured conversation designed to elicit detailed responses from participants regarding their experiences, perspectives, attitudes, or behaviors related to the research topic (Rubin & Rubin, 2012). Interviews can be conducted in various settings, including face-to-face interactions, telephone conversations, or video conferencing, depending on the accessibility and preferences of the participants.

The design of an interview involves careful planning and preparation to ensure that the questions are relevant, clear, and appropriate for the research objectives (Kvale & Brinkmann, 2009). Researchers must consider the goals of the study, the characteristics of the participants, and the type of data needed to address the research questions effectively (Kvale & Brinkmann, 2009). Interviews may be structured, with predetermined questions and response options, or unstructured, allowing for open-ended discussions that enable participants to express their thoughts and feelings freely.

During the interview, the researcher establishes rapport with the participant and guides the conversation through a series of questions or prompts (Rubin & Rubin, 2012). The researcher listens attentively to the participant's responses, probes for clarification or elaboration when necessary, and records detailed notes or audio/video recordings for later analysis (Rubin & Rubin, 2012). Interviews provide rich and nuanced data that can offer insights into complex phenomena and contribute to a deeper understanding of the research topic.

2.4.3.1. Description of the Teachers' Interview:

Teachers' interview was chosen as a second data-collecting tool, to complete the current study investigation. The interview helped the researcher to obtain direct and face-to-face information concerning the topic. The investigator in a semi- structured interview interviewed Saida's University teachers; the five (5) interviewed teachers were varying in their degrees, period of teaching, and experience, in addition to the differences in their answers for sure. Prior to commencing the series of questions, the interviewer politely requested the interviewees to respond to the provided questions. As a result, the researcher gained further insights into Homework impact on students' learning achievement and performance.

The research interview comprised nine (09) questions that targeted various inquiries and was divided into two main sections. The first section focused on investigating their teaching background. The second section revolved around the assignments of homework and the impact it has on students' learning achievement and performance.

2.5. Ethical Issues:

Every academic research paper requires its author to adhere to specific criteria and consider ethical considerations, which are paramount in the academic community. Failure to meet these ethical standards can diminish the value of the research and potentially lead to academic rejection. Therefore, researchers must carefully evaluate whether it is ethically appropriate to undertake a particular research project and ensure compliance with ethical guidelines to avoid research misconduct.

 Research misconduct encompasses various unethical behaviors, including falsification, fabrication, plagiarism, and misinterpretation, which involve intentionally distorting or misrepresenting research findings or ideas (Office of Research Integrity, n.d.). Plagiarism involves copying ideas or work without proper attribution, while piracy entails using someone else's ideas without acknowledgment. Defamation involves violating legal rules regarding slander, while misinterpretation refers to intentionally conveying another's ideas incorrectly. Fabrication and fraud involve manipulating data, information, or citations in academic endeavors. Furthermore, researchers must prioritize the well-being of their research participants and ensure that they are not subjected to any form of discomfort, harm, or danger. Protecting

the rights and welfare of participants is essential in ethical research conduct and underscores the responsibility of researchers to uphold ethical standards in their work.

2.6. Characteristics of a Good Research:

Research involves the collection, analysis, and interpretation of data to address inquiries. However, for a method to qualify as research, it must possess specific attributes: it must be controlled, rigorous, systematic, valid and verifiable, empirical, critical, and feasible.

Controlled: In real-world scenarios, various factors can influence outcomes. Control implies structuring a study in a way that minimizes the impact of other variables on the relationship being investigated.

Rigorous: It is crucial to meticulously ensure that the techniques used to uncover answers to questions are relevant, acceptable, and justified.

Systematic: This signifies that the investigative process follows a logical sequence. Processes cannot be randomly selected; some must precede others.

Valid and verifiable: This suggests that any conclusions drawn from results are accurate and can be independently confirmed by both the researcher and others.

Empirical: It denotes that conclusions are derived from concrete evidence obtained through real-life experiences or observations.

Critical: Research requires a thorough examination of techniques and methodologies employed. The investigative approach must be free from errors and deficiencies and capable of withstanding rigorous scrutiny.

Furthermore, the researcher conducting an investigation must possess traits such as patience, perseverance, humility, open-mindedness, passion, and inquisitiveness, as well as adopt a critical thinking approach.

2.7. Limitations of the Study:

Undoubtedly, the research journey is filled with stumbling blocks that would make the research process daunting for the investigator who is a seeker of knowledge. According to

Theofanidis and Fountouki (2018), a limitation is 'an imposed' constraint that is largely out of the researcher'scontrol.

Like any researcher, the researcher of this study confronted some obstacles in her journey. On the one hand, the majority of studies that have touched upon the subject matter are old,whereas recent studies are, to some extent too limited,especially in Algeria.

On the other hand, the researcher faced the challenge of balancing her studies and collecting data from second year students who were her target population.

2.8. Conclusion:

This chapter primarily focused on providing a description of the research methodology employed for examining the impact of homework on students' learning achievement and performance. Initially, the chapter aimed to identify the participants involved in this research. Additionally, it introduced the research instruments selected to carry out this academic endeavor. Lastly, ethical concerns relevant to the researchers were discussed, alongside the limitations encountered throughout the research process.

Chapter Three: Outcomes, discussion and interpretation

3.1.Introduction

As the previous chapter has described the methodology used for the investigation, this chapter is devoted to the analytical and suggestive sections. First, the chapter analyses and interprets the data collected from the three research instruments; the classroom observations, the students' questionnaires, and the teachers' interviews. At the end of the chapter, the researcher provides some recommendations based on her study's outcomes.

Section One: Data Analysis

3.2. Analysis of the findings :

The results of the interview and the classroom observation were discussed qualitatively. On the other hand, the students' questionnaire was carried out statistically (quantitatively).

3.2.1.Classroom Observation

The observation was meant to identify the main aspects of the subject matter. The researcher could rely only on the recording test and teacher interviews. However, classroom observation is considered an umbrella covering all the aspects that need to be unveiled. Moreover, the observation is the decisive tool that would prove or disapprove ~~of~~ what was found as results from the previous tools. Thus, the observation will most likely provide an exact assessment of the situation.

The researcher used two methods to gather data: first, she created a checklist that was used in each class, along with note-taking, since she was inexperienced and could not have included all the information on the checklist. The checklist shows the following:

	Yes	No
Clarity of homework	✓	
Variety of homework	✓	
Providing feedbacks	✓	
The use of blooms taxonomy	✓	
The students' participation	✓	

Table1.2.*The checklist used in grammar and written expression sessions*

As shown above, the table was concerned with the clarity of homework, teacher strategies, and student's engagement. This table shows that the teacher began the session with a quick reminder of what was covered in the previous lesson to pave the way for the coming lesson. The clarity of homework was noticed in both modules, in which the teacher clearly explained the homework assignment. For instance, in the written expression session, the teacher provided clear instructions and a detailed handout of the structure and key of a strong argumentative essay which made the students understand the lesson and follow a proper format. In the grammar session, the teacher clearly explained the differences between the conditional types (two, and three) by incorporating different unreal and imaginary examples. This implies that students do not seem confused about the homework tasks. Additionally, the instructions provided sufficient support for the students to complete their homework individually.

What was also obvious to the observer, was the grammar lesson on the conditional types followed by four task; three in-class tasks and one online task via the Moodle platform. This indicates that the teachers vary in the way of providing homework to their learners.

Task 01: It focuses on identifying the consequences of actions in conditional sentences (results clauses).

Task 02: It requires applying conditional structures to answer the questions.

Task 03: It encourages critical thinking by asking students to choose the appropriate conditional types for sentence completion.

On top of that, the design of the task enables the students to enhance their comprehension of the conditional types. This implies that the teachers differentiate homework implicitly to cater the different needs of the students. For example, the questions in the second task use a mixture of different conditional types which makes the students analyze the situation and then choose the appropriate form. In addition to that, some questions deal with everyday situations (e.g. what would you do if someone stole your car?) while others are abstract or philosophical (e.g. if you could alter one aspect of the world). This was designed for students with different levels of comfort and knowledge.

Furthermore, in the grammar sessions and the written expression classes, the teacher asked the students to choose one topic and to write an argumentative essay about it. (topic one: the benefit of artificial intelligence /topic two: the art of argumentation) . to accommodate diverse interests, the teacher provides variations to cater the different interests and learning styles. S/he

said: "you can focus on a particular aspect'', then s/he wrote down on the board each topic's options, e.g: in the first topic the benefit of artificial intelligence the options were:

- The influence of AI on specific sectors such as healthcare, education, transportation, climate change, etc.
- Exploring ethical concerns and promoting the responsible advancement of artificial intelligence.
- AI's capacity to tackle a particular worldwide issue.
- The influence of artificial intelligence on personal life and everyday interactions.

Offering choices within a broad topic, such as "The benefits of AI" allows the students to select an angle that aligns with their interests, encourages the exploration of diverse perspectives, enriches classroom discussions, and fosters a collaborative learning environment.

The teacher provides the students with verbal feedback when they make mistakes. Considering the use of 'Bloom's taxonomy', the investigator noticed that teachers apply it in their homework. As mentioned previously for the grammar task, it is clear that each task aligns with Bloom's level. For example, the first task deals with comprehension by recognizing the consequences that come as a result of result clauses, which is in the same line as the understanding level. The second task requires the application of the conditional structures in new contexts, which indicates the application of knowledge; hence, this should be considered as the applying level. Finally, the third one asks the students to critically evaluate different conditional types for their suitability and this is therefore a higher cognitive skill level, at the analyzing level.

In what pertains to the learners, it was apparent that they do their homework, as they are active in their classes, ask questions, and participate.

3.2.2.Students'questionnaire

QuestionOne: Specify your gender, please:

Gender	Participants	Percentage
Male	11	22%
Female	39	78%
Total	**50**	**100%**

Table 1.3. Students'Gender

The table demonstrates the gender of the participants. Findings reveal that the majority of the informants which forms 78**%** are female. On the other side, the remaining ones were male, they form 22**%**. This implies that the females were more collaborative than the males.

Question two: How would you rate your level in English?
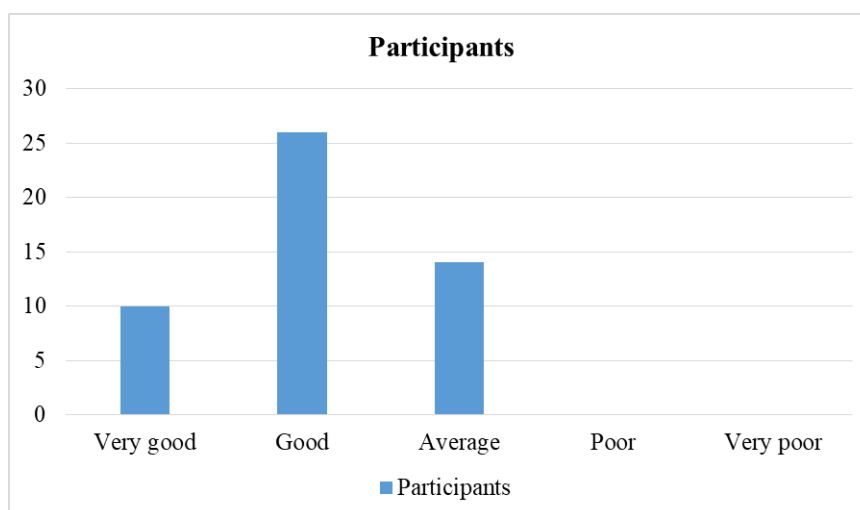
*Figure1.3.*Students academic performance

This graph displays the level of the learners. Findings indicate that 52% of the students have a good level of English. Besides, 28% of the informants have an average level of this language and 20% have a very good level. However, Few learners are at extremely low and poor levels, comprising 2%.

SectionTwo: Students attitude toward homework

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QuestionOne: Do you like to receive homework?
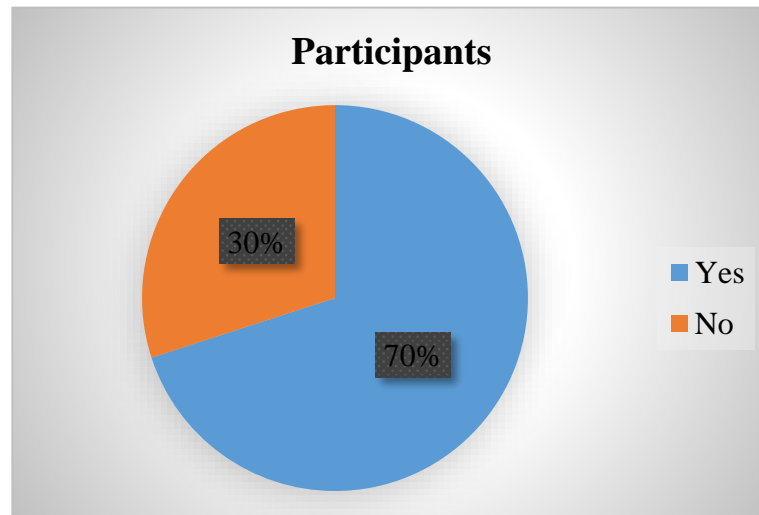
*Figure1.4.*students' preferences for homework assignments

Based on the findings obtained from this figure, a substantial majority of 70% express a positive attitude towards homework, indicating their preference for it. Conversely, a smaller proportion of 30% reported their dislike for homework. These results suggest that the majority of the students prefer in-class homework in their academic experience.

Question Two: In your opinion, homework is important for:

	Participants	Percentage
A better understanding of the course	9	18%
Do more practice	8	16%
Revising the materials covered before	3	6%
developing study habits and independent learning.	7	14%
All of them	23	46%
Total	50	100%

*Table 1.4.*The importance of homework

This table displays the importance that homework plays in studying. Findings show that 9 students believe that they do their homework to get a better understanding of the course. Besides, 8 students assume that they do the homework to do more practice. In addition to

that,7 students claim that homework develops study habits and independent learning, whereas 3 students claim that they do the homework to revise the materials covered before. However, 23 students believe that they do homework for all the reasons mentioned above. These findings demonstrate the varied perspectives among students regarding the value of homework.

Question Three: On a scale of 1 to 5, how do you see the homework as a learning tool?
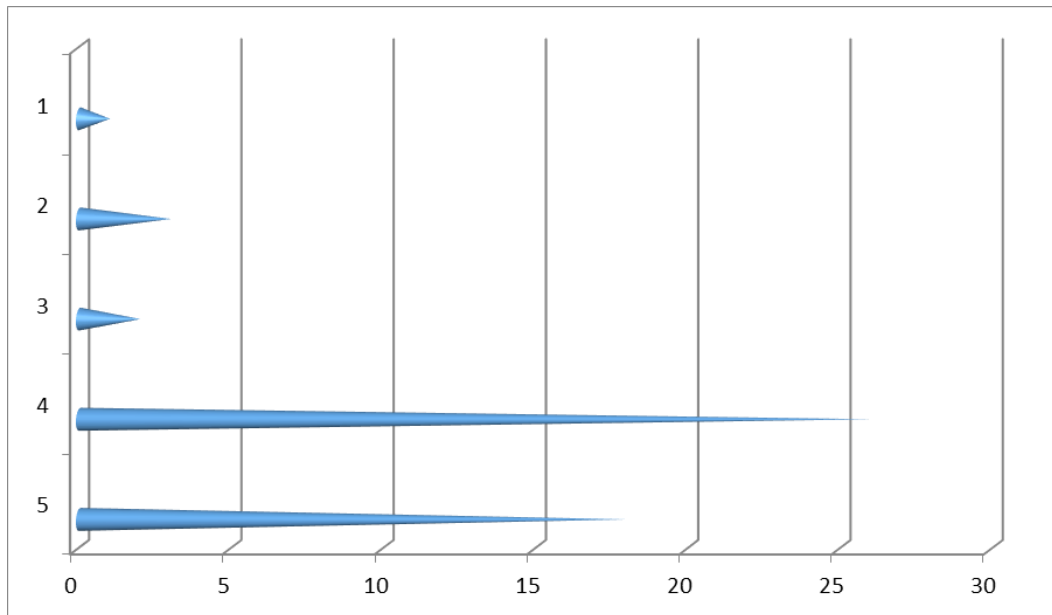
Figure1.5. Homework as a learning tool

The diagram shows the students' perspectives on the role that homework plays in studying. Findings unveil that 18 students out of 50 view homework as a very useful way for them to strengthen themselves in the modules since they rate it 5. Similarly, 26 students out of the wide range see homework as a useful method of learning as they rate it 4 out of 5. On the other hand, 2 students rate it as 3, they see homework as a waste of time. In the same vein, 3 students rate it on 2 whereas only one student rates it on 1, these learners believe that homework is a very bad method of studying as it is a 'bet noire' for them.

Section Three: The Impact of Homework

Question one: Do you notice any improvement in your competence because of the homework? Justify?
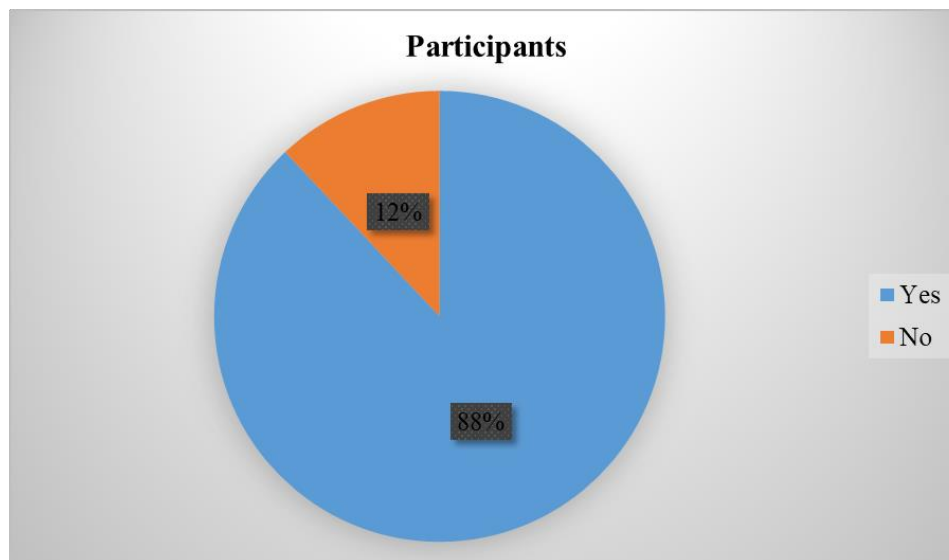
*Figure1.6.*Students' opinions

This pie chart aims to show the value of homework in improving the students' competence. According to the results tabulated above,88% of the participants, or 44 students, believe that homework can help them to become more competent. On the other hand, the rest of the participants which form 12% hold a contrasting view, they argue that homework does not improve their academic competence. Their justifications can be summarized as follows:

Students answering by "Yes":

- Yes, I fully understand and comprehend the lessons.

- Yes, I do because homework is a tool for developing my study habits.

- A better understanding of the subject.

- I think it is a way to revise more.

- Yes, it is very helpful.

- Yes, I do especially in writing.

- Yes, homework increases my understanding of the lesson.

- Sometimes homework could lead to a good understanding.

- Yes, especially in Grammar.

- Yes, I see that my performance improved by doing homework because It gives me a complete understanding of the lesson topic.

Students answering by "No":

- Not too much, I just think it's a way to revise more.

- There is homework which is done for nosense.

- It focuses on memorization rather than critical thinking.

Question Two: How often do you apply previously learned knowledge and concepts to complete homework tasks?

Option	Participants	Percentage
Rarely	2	4%
Occasionally	5	10%
Sometimes	8	16%
Often	13	26%
Always	22	44%
Total	50	100%

Table 1.5. Frequency of applying previously learned knowledge to complete homework

It is clear from the table above that the majority of respondents (44%) claim that they always apply previously learned knowledge and concepts to complete homework tasks. While 13 of the participants representing 26% choose"Often" as a response to this question affirm that they often apply that knowledge in their homework tasks. Moreover, 16% of the participants state that sometimes they apply prior knowledge to homework. Conversely, 2 of the respondents rarely utilize prior knowledge, while 10% resort to it occasionally. this indicates that homework involves the student's cognitive skills since the students are using what they have already learned. This means that students have to remember what they have learned before figuring out how it relates to the problem and come up with solutions based on what they already know.

QuestionThree: Do you think that homework assignments require you to analyze and evaluate information and ideas?
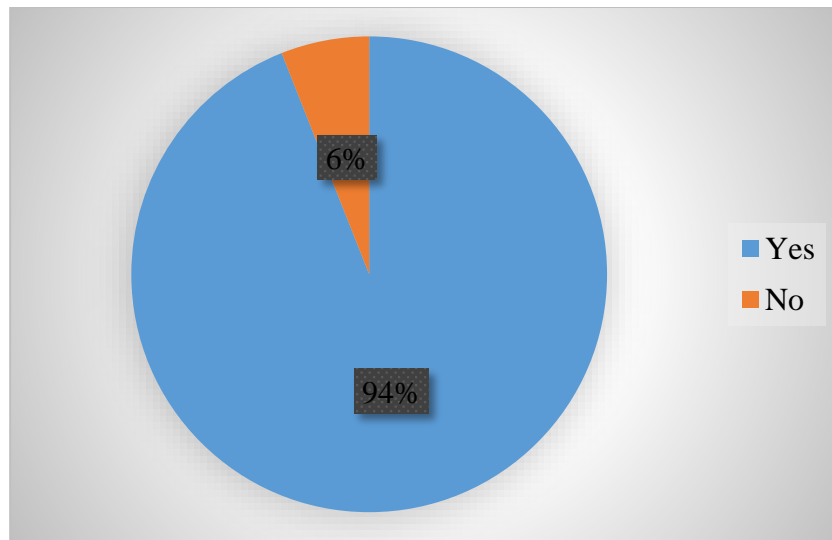
Figure1.7. Analysis/evaluation of homework

The information presented in the pie chart indicates that most of the students (47 out of 50) believe that homework tasks involve analyzing and evaluating information. However, a few students(6%) state that homework tasks do not necessitate this level of thinking. Students of ten find homework useful for honing their critical thinking abilities. The data reinforces the belief that homework is an important tool for cognitive growth, engaging with intricate issues, combining information, and assessing various viewpoints help students to enhance their analytical abilities and gain proficiency in reasoning and problem-solving.

Question Four: Have you ever noticed any correlation between homework and your academic achievement?

The student's answers are summarized as follows:

- There could be a correlation here but not to that extent because homework completion can be regarded as a learning strategy and organization and accuracy can be achieved in various ways.

- Yes, I noticed that homework completion, accuracy, and academic achievement have a positive influence on my study steps and achieving my skills in my studies

- Like my previous answer not much Idk if it's because we don't receive much homework to begin with or that the homework questions are simple

- No, because the homework is simple and easy, with no need for critical thinking or serious research, also at the end there is no correction

- Yes, there is a relationship between them. Because good understanding requires more research, learning, and application, such as homework

- Yes, there is a relationship between homework and my achievement because Homeworks can improve and develop my academic achievement

- Students who do their homework have better performance, better understanding, and positive academic achievement

- In modules that require the completion of homework as a huge part of my grade, I have noticed it.

- Yes of course. They are interconnected Each one needs another. And they very completed

- I have yeah it has always made me understand the courses better and hence perform better

- No answer because Always homework makes you live under a lot of pressure

- They are closely related provided that homework is relevant and well-chosen

- Yes, the engagement was positively correlated with academic performance,

- Yes, because I had memorized the content of the tasks for years

- Yes I did, it's a correlated relation between these three terms

- It improves analytical thinking and academic achievement

- Yes, it prepares us for exams and assessments

The majority of the student argue that homework is a vital part of their academic progress that helps them in different ways. They acknowledge homework as a way to strengthen their understanding of the material, which leads to better grades as they understand concepts more deeply. Furthermore, doing homework is an opportunity for them to develop vital skills like critical thinking, research, and the application of knowledge which are key elements of scholarly success. Besides, students consider assignments useful for preparation before exams because they help them consolidate their learning, identify weak points, and enhance performance during evaluations. In conclusion, homework is seen by students as having many sides – it reinforces classroom instruction, develops skills, and gets them ready for tests and exams.

Section four: Teacher Strategies

Question One: Do you receive homework in frequent ways?

Options	Participants	Percentage
Yes	3	6%
No	47	94%
Total	50	100%

Table1.6. Frequent reception of homework

According to the table, findings show that 47 students (94%) most of the students(94%) do not receive homework frequently. In contrast, 3 students representing 6% of students who answer yes" claim they receive homework frequently. This question aims to investigate the teachers' strategies.

Question two: Do you receive comments or feedback on your homework?

Option	Participants	Percentage
Yes	36	72%
No	14	28%
Total	50	100%

Table 1.7. Students' reception of feedback

According to the results displayed in the table above, the majority of participants (72%) claim that they do receive feedback from their teachers when doing homework. On the other hand, 28% of the informants admit that they do not receive any feedback. As a teacher, providing your students with feedback can help them recognize their strengths and weaknesses, as well as improve their performance.

3.2.3. Teachers' Interview

Question one: How long have you been teaching English?

Teacher (A) claimed that s/he has been instructing for 12 years. Teacher (B) and (C) claimed that s/he has been teaching for ten years while teacher (D) said that s/he has been teaching for nine years. Teacher (E) stated that s/he has been instructing for three years.

Question two: Do you assign homework in your course? What kind of assignments?

Teacher (A) asserted:" Of course, each time we need a homework task in the classroom for example Writing, Summarizing or doing presentations, etc….."

Teacher (B) said: "Yes. Text analysis, search for background information for the writer's life and writing style, search for historical background, search for philosophical concepts...etc."

Teacher (C) claimed:" I avoid delivering homework to my students just to avoid cheating on the Internet because most of the students would not make an effort to give solutions by themselves. They just would copy-paste. So the thing I give my students will do it in the classroom activities and tasks but by the end of the semester I always give projects from real life where they are obliged to do a study or investigate a topic, interview people, and collect some data like kind of small research just to avoid cheating."

Teacher (D) said:" Yes I do For example, asking students to prepare presentations so they're doing research. Developing PowerPoint presentations and sometimes, written reports, extended essays, debates, and discussions."

Teacher (E) claimed: "Not all the time and concerning the types, sometimes students have to analyze some text, for example, in the research proposal I'd like to give them a research paper in which they are required to analyze the parts or the components of this research paper."

Question three: In what ways homework assignments can help students improve their academic achievement?

Teacher (A) said:" In fact, it helps a lot because students from different levels are going to exchange ideas with each other, and by exchanging ideas, they're going to use their

language. They're going to practice their language, so I think that it's paramount importance to have such types of homework in the classroom."

Teacher (B) claimed: "When done homework prepares students for classroom interactions and adds to their peers' knowledge."

Teacher (C) affirmed: "Nowadays, especially with the availability of information and Solutions on the Internet. I don't think that homework is a good idea. Because the majority of the students show laziness and prefer to cheat just to avoid bad bordering themselves because they are addicted to their phones".

Teacher (D) claimed: "Yeah, I believe that homework is important to improve academic achievement. Homework is practical and it has some theoretical parts, but it's very practical. It will help students improve their skills, get more concentrated, and focused on what they are doing, and prepare better for exams. It will facilitate their learning process help them get better marks and also improve their level and it's not only for the academic life but also for their professional life."

Teacher (E) said: "I think assignments hold high positions in the way students provide various feedback. Sometimes, even as a teacher, I receive different feedback from students on the same topic. This diversity of perspectives is one of the benefits of assignments as they encourage thinking outside the box. This variety of feedback is truly helpful "

Question four: What have you observed concerning the impact of homework on students' achievements and performance?

Teacher (A) claimed: "The first point is that students are going to exchange vocabulary. For example, if one student knows an information uh new word, he's going to use it, and the other, the listener or the other students will surely capture this word and learn new vocabulary, new ideas, and new information. The second item is that it's a competition between students. So they will compete to provide new copy, new words…"

Teacher (B) affirmed: "First at the interaction level: students feel more confident when they prepare for the lesson through homework. Second at the level of exams: students' productions reflect if they have been doing their homework or not. Third at the recapitulation level: even when they miss a session or two, students who do their homework can catch up faster than those who do not."

Teacher (D) and teacher (E) Students who do their homework participate more effectively in class discussions, contributing new perspectives and information. This active learning approach fosters critical thinking and comprehension, empowering students to become engaged participants rather than passive recipients of knowledge. By preparing assignments independently, students develop motivation and confidence, and their understanding of the subject matter deepens. This enhanced knowledge allows them to demonstrate their learning effectively in academic settings. However, teacher (C) claimed that.

Question five: How do you assess the effectiveness of homework tasks in fostering student cognitive abilities?

The four teachers agreed that homework assignments are very important in the development of student's cognitive skills and in fostering their intrinsic motivation. Students become involved in the learning process outside the classroom by completing homework tasks. This includes exercising their cognitive skills through reading, researching, analyzing, assessing, and communicating with experts.

Furthermore, homework assignments provide opportunities for students to explore topics in greater depth and pursue their interests. By engaging in independent research and exploration, students develop intrinsic motivation to learn and discover new knowledge. The cognitive aspect of homework plays a significant role in shaping students' intellectual curiosity and lifelong learning abilities. However, teacher (C) decline that homework can develop student cognitive abilities, especially with the use of AIls

Teachers' role:

Question one: How do teachers' methods of improving homework effectiveness affect students' learning results?

Teacher (A) affirmed: "Of course if teachers opt for this strategy. Which means, uh, homework strategy. The students will exchange with each other to work in groups, build this sense of solidarity or partnership with each other." Similarly, teacher (C) said: ''Giving students time to think about the topic and to work in group and exchange ideas with their friends then will deliver the solution in this way you feel that students have taught about the topic and they have improved some of the cognitive abilities to solve problems or to take the decision".

Teacher (E): "I shall once go back to the types assignments. So it depends on the teacher's objective, if it is something that has a discussion and debate, for instance, I try to give presentations. If I try to collect data or something new I give them normal academic homework. Sometimes I even do homework in groups wouldn't do homework in groups because I want my colleagues to brainstorm. So it depends on the objective and the role of the teacher will follow this objective that he has in mind». Meanwhile, the answer of teacher (D) was, to some extent, closer to the teacher (E) answer, in which s/he claimed:" The teacher's role is very important, so. First of all, in choosing. The right home works for the right lesson, so given homework just like this, it's not going to be effective. So you need to give the right activity. Then the instructions that the teacher gives to the students for doing the homework in the right way. And also trying to make sure that the students did their homework and not only copy and paste from the Internet or Artificial intelligence. Finally, the last phase is when the students come back to the classroom with the homework done, so how the teacher is checking? How is he guiding them? The evaluation process and so forth".Finally, teacher (B) asserted: "The better homework is designed, the better results a teacher can have. Sometimes ill-designed homework may lead to the students' failure and vice versa."

Question two: In what ways do you differentiate homework assignments to accommodate students' diverse learning needs and abilities?

Several ways were revealed by the teachers, and their answers were as follows:

Teacher (A) claimed: "Teachers have to assign students from different levels. I mean pair the student with an excellent level with a weak-level student etcetera. So we have to create this kind of various levels in one group."

Teacher (B) said: "Despite the shortage of time, I try to reflect even if not in the classroom via emails or outside room discussions. Yet, students most of the time are not interested in feedback themselves."

Teacher (D): "Offer a variety of assignment options that cater to different learning styles, preferences, and abilities. For example, provide choices between written assignments, presentations, projects, or online activities."

Teacher (E): "Well, First of all, I need to know what the needs are. Then I will convert these needs into objectives. Based on these objectives I would design the activity."

Question three: Are you familiar with Bloom's Taxonomy and its application in education?

All teachers claimed they knew Bloom's Taxonomy and its application in education. They agreed that Bloom's taxonomy is one of the effective education methods if applied regularly. any teacher before engaging in teaching They have to learn about the taxonomy of bloom. However, teacher (C) claimed that:" I don't think that bloom taxonomy is something that should be kept nowadays ".

Question four: Do you believe that integrating Bloom's Taxonomy into homework design can foster deeper learning experiences?

Teacher (A): "We hope so, but I think that AI today is everywhere and it cannot be limited by the teachers because each student has his or her mobile at hand then they each time they have excessive access to such websites. Help them to find the information without any effort unfortunately which right from time to time to apply what we what you name and from section only. Sometimes it succeeds, but sometimes it needs effort."

Teacher (B): "I think it depends on the nature of the module being addressed. For grammar, written expression, and oral expression Bloom's taxonomy may have more effective results than literature, linguistics, and civilization."

Teacher (C): "I prefer that the learner should be given much importance since it is the most important element in a classroom. So we should do the learner-centered approach is much better to focus on the learner since learners have feelings. They know once a teacher cares about them, they know the teacher is here just for example. And go out without asking, for example. Students are okay if they have understood the lesson. Does the teacher care? Does the teacher ask about his students? If anything happened to the student, I believe that. Bloom's Taxonomy focuses on the learning itself with a separation of the learner; it gives much importance to the content, but I prefer that teachers should carry and focus on the learner."

Teacher (D): "Bloom's taxonomy is very important since it tackles the cognitive aspects and improves skills of learning ."

Teacher (E): " It definitely can, because Bloom's taxonomy is designed to help students achieve different learning outcomes. However; if they do not understand Bloom's taxonomy Or how it works they will result directly in AI tools. There is a relationship between AI Tools and the Bloom Taxonomy because the AI somehow does what is designed in the Bloom Taxonomy So students are lazy they result Directly from AI tools."

3.3.Discussion and Interpretation

As previously stated, the endeavors behind conducting this research stem from the investigator's desire to explore the impact of homework on the student's learning achievement and performance, to check whether the teacher methods affect homework effectiveness as well as to see if the integration of bloom's taxonomy enhances the students' performance.

To achieve these endeavors, the researcher raised three research questions; the first one is: Does homework impact the student's achievement and performance? The second one is: What is the role of teachers in enhancing the effectiveness of homework? And finally: Is there any correlation between the implementation of Bloom's taxonomy in homework design and student performance? These questions assisted the investigator in finding the reality she was seeking after analyzing the outcomes reached from the triangulation of the classroom observation, the students 'questionnaire, and the teachers ' interviews.

Indeed, the students' questionnaire along with the interview and the classroom observation that the researcher has used as data collection tools were poured into the same vessel; to answer the three research questions.

First, classroom observation played a significant role in providing half of the reality to be discovered. It provided the researcher with a large amount of data to address the research inquiries. During the attended sessions, the researcher discovered that homework is vital in the learning process. This was also confirmed by the questionnaire which was crucial in gathering data. Regarding the students' responses; the majority which forms 70% had a positive attitude toward homework (see the answer to question one, section two) recognizing its importance in helping them understand course content, practice skills, and develop study habits (see the answer to question two, section two). According to the data, students recognize the value of homework in their academic journey, viewing it as a useful tool (see the answer to question three, section two) this also was confirmed by the four teachers who emphasize the different aspects of how homework contributes to the student's success, reflecting a diverse range of perspectives on its role in the learning process (see answer to question three).

Furthermore, the questionnaire revealed that homework strengthens the students' competence and overall learning outcomes. It points out that critical thinking and problem-

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solving skills are fostered by assignments that call for students to apply their prior knowledge, analyze data, and assess various points of view. These abilities are essential for both academic achievement and performance (see the answer to the questions in the third section). This was confirmed by four teachers to whom the researcher has addressed her interview, they claimed that homework assignments are vital for enhancing students' cognitive abilities. By engaging in tasks such as reading, researching, analyzing, assessing, and communicating, students actively exercise their cognitive faculties. These activities promote critical thinking, problem-solving, and information-processing skills, which are crucial for academic success and lifelong learning (see the answer to question four) the thing that added fuel to the fire. These findings tie well with a previous study reporting that homework improved academic success by reinforcing learning, providing additional practice, and extending learning beyond the classroom, ultimately leading to improved student performance. In addition, doing homework can aid students in enhancing their critical thinking and problem-solving abilities, as well as helping them cultivate their passions, objectives, and skills in analyzing, concentrating, and structuring their thoughts(Cooper,2001).

Moving to the second research question, most of the teachers gave convincing answers about the efficiency of teachers 'methods in enhancing the effectiveness of homework and students' engagement. All the teachers claimed that the use of different strategies such as homework design, providing clear instruction, providing constructive feedback, variety of homework (presentation, group work, research task, etc…..), variation in homework, and focus on critical thinking and analysis skills to reduce the reliance on AI tools. By integrating these strategies teachers create homework that enhances student learning and overall academic achievement. This point was confirmed through the observation when the researcher noticed that teachers explain homework clearly and make it more varied to meet different learning needs. Additionally, the researcher noticed that structured homework is associated with greater student participation during class discussions as well as increased activity levels within classrooms and a better comprehension of the content being taught. In the same vein, Students emphasized the importance of receiving feedback on their homework. Feedback assists them in identifying their strengths and weaknesses, guiding them toward improvement. That finding was supported by Brookhart and Moss (2012) who focus on using learning goals to shape teaching. This method also aligns with Kubat's(2018) and Tomlinson's (2014) recommendation to customize homework to suit various learning needs and styles. Furthermore, the findings also support the idea that feedback plays a crucial

role in assisting students in recognizing their strengths and weaknesses, a concept previously discussed by Jennifer (2018) and Albright et al. (2011). Finally, organized and effectively implemented homework aids in improving student performance and engagement, consistent with Butler's (2014) argument about the advantages of consistent, well-evaluated homework.This suddestions is closer to the second research hypothesis which has mentioned that point .

Finally, the researcher was mostly concerned with answering the third research question about the integrating the bloom's taxonomy in homework design. Through the four teachers' answers, it was obvious that they were familiar with 'Bloom's Taxonomy' and its application in education. They also agreed that it is an effective educational method if applied regularly. This indicates that the teachers recognize the importance of Bloom's Taxonomy as a framework for understanding and categorizing different levels of cognitive learning. while all teachers are familiar with Bloom's Taxonomy, there is a variation in their perspectives on its relevance and effectiveness in education and homework design. Some of them emphasize its importance in fostering deeper learning experiences and improving cognitive skills, while others question its applicability in modern educational contexts and advocate for a more learner-centered approach. In the same vein, Lemons (2006) stated that utilizing Bloom's Taxonomy can improve student understanding of skills and critical thinking

In a nutshell, the research tools of the classroom observation, students' questionnaire, and the teacher interviews that the investigator opted for have assisted her to a large extent in confirming the research hypothesis she raised.

3.4.Suggested Solutions and Recommendations

Recommendations are suggestions given to address a specific issue. Therefore, the researcher has presented some suggestions to ensure a successful teaching and learning process through the enhancement of homework. They are addressed to the teachers and the learners.

For teachers

Setting productive and objective activities

Teachers must prioritize their students' needs and strengths above all else. identifying the strengths and weaknesses of each lesson as well as understanding the goal of each lesson to achieve successful outcomes. Therefore, a successful teaching-learning process

must have well-defined goals, effective classroom tasks, and sufficient feedback to help students identify their strengths and areas for improvement.

Design varied homework

Use a variety of homework tasks, including traditional assignments, group work, presentations, and research projects to cater different learning styles and needs helping students stay interested and cater, improving both academic success and cognitive abilities.

Integrate Bloom's taxonomy into homework

Integrating Bloom's Taxonomy into homework development enhances critical thinking abilities and fosters a more immersive and efficient learning atmosphere. Educators can assist students in acquiring the cognitive skills needed for academic and professional achievement by encouraging them to analyze, evaluate, and create.

Focusing on in-class tasks

The majority of teachers tend to believe that time constraints in the classroom force them to assign homework as the main method of learning for students. Therefore, students who are unable to find solutions to the tasks turn to the AI tools for assistance, leading the teacher to believe they have understood the lesson, only to be surprised by their poor grades in the end. Because of this, teachers need to focus primarily on in-class assignments that reveal students' true comprehension of the material being taught.

Encourage Collaborative Learning:

Incorporating group projects or cooperative learning into homework assignments not only improves academic learning but also gives students the tools they need to succeed in a variety of spheres of their lives. In addition to preparing students for opportunities and challenges they will face in the real world, it fosters motivation, teamwork, communication, critical thinking, and social skills.

For learners

Reflect on feedback :

It is important to consider the feedback provided by teachers. When students receive feedback, they ought to see it as a chance for improvement rather than just criticism. By closely examining the feedback, students can learn what they did well and where they went wrong.

They can modify their study techniques and strategies as necessary with the aid of this introspective process. If a teacher notes that a student's essay isn't coherent, for example, the student can concentrate on strengthening their writing structure in upcoming assignments.

Self-learning

A lot of learners think that the teachers are the ones and only responsible for their learning, thus, they depend heavily on them so they become passive learners.Indeed, learners are asked to make efforts from their parts to be collaborative with their teachers.

utilizing diverse resources

utilizing resources such as textbooks, online materials, and educational applications in homework assignments enhances student learning by providing diverse perspectives, catering to different learning styles, connecting learning to real-world contexts, fostering critical thinking skills, and promoting a culture of lifelong learning. By encouraging students to explore a variety of resources, educators empower them to become independent, informed, and engaged learners.

3.5.Conclusion

This was the last chapter of the dissertation. It aimed first to decode the data garnered from the triangulation of the classroom observation, the students' questionnaire, and the teachers 'interview. Besides, it interpreted and discussed the findings obtained. Indeed, palpable findings were achieved in the chapter. Homework that is carefully planned, combined with strong teaching techniques and feedback, greatly improves student involvement, comprehension, and achievement. Furthermore, Incorporating models such as Bloom's Taxonomy can enhance cognitive abilities and encourage critical thinking. In the end, the chapter offered some suggestions about the subject matter.

General Conclusion

General Conclusion

For many years, homework has been an essential part of the educational system, acting as a link between in-class instruction and self-directed study. Researchers have been more interested in studying homework's role in student performance and achievement as a result of the ongoing debates about its effectiveness and effects.

Homework is an important component of the educational process; therefore, the study investigated the impact of homework on students' learning achievement the role of teachers in enhancing homework effectiveness, and the integration of Bloom's Taxonomy into homework design. This study aimed to investigate the impact of homework on students' learning achievement and performance, examine the influence of teachers' methods on the effectiveness of homework, and assess the correlation between the implementation of Bloom's Taxonomy in homework design and students' academic performance.

After taking a full glimpse into the different perspectives of scholars in the related review of the literature concerning the matter as mentioned above, it was evident that despite the several studies that tackled the impact of homework on student learning achievement and performance there was a remaining significant research gap in the examination of the homework's effect on second year EFL student's learning achievement and performance at Saida University. While numerous studies have debated the value of homework, few have delved into the specific practices that maximize its educational impact, particularly in foreign language learning environments.

This study succeeded in showing that holds significant relevance for educators and curriculum developers by shedding the light on the positive impact of homework on students' academic achievement and learning outcomes. These insights can inform the design of tailored homework assignments that align with educational objectives, promote a deeper understanding of the subject matter, and enhance students' knowledge retention. By acknowledging the diverse perspectives of students towards homework, educators can adapt teaching strategies to cater to

individual learning preferences, fostering a supportive learning environment that optimizes the effectiveness of homework tasks and ultimately improves students' academic performance and overall learning experiences.

The questions that the researcher raised at the beginning of the research gave birth to some answers based on what has been collected as data. These answers are that homework positively impacts student achievement and performance, with structured assignments enhancing critical thinking and comprehension. Additionally, teachers' methods, such as clear instructions and varied tasks, play a crucial role in homework effectiveness and student engagement, as well as implementing Bloom's Taxonomy in homework design correlates with improved student performance by fostering critical thinking skills and cognitive abilities.

To answer those research questions, the researcher picked out three research instruments, namely: the classroom observation, the students 'questionnaire, and an interview addressed to the EFL teachers. The findings deduced from the classroom observation, the questionnaire, and the interview served the researcher in answering those research questions. Starting with the classroom observation, its results revealed that homework is perceived as crucial for student development, leading to increased participation and comprehension in class discussions. The student questionnaire indicates a strong positive attitude towards homework, with students recognizing its value in understanding course content, practicing skills, and fostering critical thinking abilities. Additionally, teacher interviews emphasize the benefits of homework in improving academic achievement, concentration, and exam preparation, while also promoting vocabulary. Overall, these findings underscore the importance of structured homework assignments in enhancing student engagement, learning outcomes, and overall academic performance.

Those three tools were very significant in garnering plausible results, as they assisted the investigator in proving the presumptive suppositions. The findings were similar to the hypothesis raised. Hence, the put-forward hypothesis is proved.

After getting the required results through the analysis and the interpretation of data, the investigator has suggested some recommendations to teachers, and learners. First, teachers need to suggest productive activities, identify strengths and weaknesses in lessons, design varied homework tasks, integrate Bloom's Taxonomy, and focus on in-class tasks. By prioritizing students' needs, using a variety of homework tasks, encouraging critical thinking, and focusing on in-class assignments, teachers can create a successful learning environment that promotes academic success and cognitive development. What is more, teachers need to provide the

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learners with effective feedback to help students identifying their strengths and areas for improvement. Encouraging collaborative learning through group projects and cooperative assignments not only enhances the academic knowledge but also supplies the students with fundamental skills for success in various areas of life. For the learners, they need to reflect on feedback from their teachers to improve and adapt their study techniques. Taking responsibility for self-learning is vital for becoming an active, engaged learner. Utilizing diverse resources in homework assignments helps students develop critical thinking skills and connect learning to real-world contexts, fostering a culture of lifelong learning.

Undoubtedly, this work has faced some obstacles that any other work would face, namely: race against time and the lack of updated sources since the found sources were all old. However, those obstacles did not impede the researcher from fulfilling her investigation.

While investigating the topic at hand, a few topics related to the impact of homework could not be tackled by the student due to the limited study scope and time constraints . In this context, the researcher has proposed the following topics : "Investigating the Impact of Homework Design on Higher-Order Thinking Skills" , "The Impact of Gamified Homework on Student Motivation and Deep Learning", "Integrating Artificial Intelligence into Homework Design (Benefits and Challenges for Educators)", and "the future of homework in the age of technologies ".

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Appendices

Appendix A

The Classroom Observation Checklist

	Yes	No
Clarity of homework		
Variety of homework		
Providing feedbacks		
The use of blooms taxonomy		
The students' participation		

Students' Questionnaire:

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOLAY TAHR UNIVERSITY – SAIDA

FACULTY OF LETTERS AND FOREIGN LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

SECTION OF ENGLISH

Dear students
 you are kindly requested to answer this questionnaire, which is designed togather useful information to fulfill this master's dissertation. Through this questionnaire, we attempt to address the role of homework in improving students' achievement and performance. Your collaboration will be highly appreciated. Please, tick (√) in the appropriate box (es) and give full answer(s) whenever it is necessary

Thank you for your time and contribution

Section One: General Information

Q1. Please, specify your gender

a) Male b☐ hale   ☐

Q2. How do you consider your level in English?

a) Very good ☐

b) Good ☐

c) Average ☐

d) Poor ☐

e) Very poor ☐

SectionTwo: Students' attitude toward homework

Q1. Do you like to receive homework?

 a) Yes ☐   b) No   ☐

Q2. In your opinion, homework is important for :

a) Better understanding of the course ☐

b) Do more practice ☐

c) Revise the materials covered before . ☐

d) Homework develops study habits and independent learning. ☐

e) All of them ☐

Q3. On a scale of 1 to 5, how do you see the homework as a learning tool?

a) Very useful ☐

b) Useful ☐

c) Neutral ☐

d) Somehow useful ☐

 c) Not useful at all ☐

Section Two: The Impact of Homework

Q.1: Do you notice any improvement in your competence because of ~~the~~ homework? Justify?

a)Yes ☐   b) No ☐

Justify?

....

....

Q.2: How often do you apply previous-learned knowledge to complete homework tasks?

a) Always ☐

b) Often ☐

c) Sometimes ☐

d) Rarely ☐

e) Never ☐

Q.3: Do you think that homework assignments require analyze and evaluate information and ideas?

a) Always ☐

b) Often ☐

c) Sometimes ☐

d) Rarely ☐

e) Never ☐

Q.4: Have you ever noticed any correlation between homework and ~~your~~ academic achievement?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

Section four: Teacher Strategies

Q.1: Do you receive homework in frequent ways?

a) Yes ☐   b) No ☐

Q.2: Do you receive feedback on your homework?

a) Yes ☐   b) No ☐

Thank you for your collaboration

The Teachers' Interview

Background

• How long have you been teaching English?

Homework assignments

• Do you assign homework in your course? What kind of assignments?

• In what ways homework assignments can help students in improving their academic achievement?

• What have you observed concerning the impact of homework on students' achievements and performance?

• How do you assess the effectiveness of homework tasks in fostering student cognitive abilities?

Teachers' role

- How do teachers' methods of improving homework effectiveness affect students' learning results?

• In what ways do you differentiate homework assignments to accommodate students' diverse learning needs and abilities?

• Are you familiar with Bloom's Taxonomy and its application in education?

• Do you believe that integrating Bloom's Taxonomy into homework design foster deeper learning experiences?

المستخلص

على الرغم من الاستخدام الواسع النطاق للواجبات المنزلية كأداة تعليمية، لا تزال هناك فجوة في فهم كيفية تأثيرها على الأداء الأكاديمي للطلاب في التعليم العالي على وجه التحديد، لا سيما بين متعلمي اللغة الإنجليزية كلغة أجنبية. تهدف هذه الدراسة إلى استكشاف أثر الواجبات المنزلية على التحصيل والأداء الأكاديمي للطلاب، مع التركيز على متعلمي اللغة الإنجليزية كلغة أجنبية في السنة الثانية في جامعة سعيدة، مع الأخذ بعين الاعتبار عوامل مثل تصميم الواجبات المنزلية ودور الاساتدة في تحسين فعالية الواجبات المنزلية. علاوة على ذلك، تستكشف الدراسة كيف يمكن تعزيز التعلم الأعمق لدى الطلاب من خلال دمج "تصنيف بلوم " في تصميم الواجبات المنزلية. من خلال تقديم رؤى حول دور الواجبات المنزلية في التعليم، يساهم هذا البحث في فهم أعمق لكيفية تأثير الواجبات المنزلية على تعلم الطلاب ونجاحهم الأكاديمي. ولتحقيق الهدف المذكور، اعتمدت الباحثة منهجًا مختلطًا في البحث، حيث تم دمج الملاحظة الصفية واستبيان الطلاب مع مقابلة المعلم كأدوات لجمع البيانات، كما يقدم البحث آثارًا عملية لتحسين تنفيذ الواجبات المنزلية وتأثيرها على نتائج الطلاب كشفت النتائج أن الواجبات المنزلية كان لها تأثير إيجابي على تحصيل الطلاب وأدائهم، كما أظهرت الدراسة أنه عندما يتم تصميم الواجبات المنزلية وتنفيذها بعناية، فإنها يمكن أن تعزز التعلم وتعمق الفهم وتعزز مهارات التفكير النقدي الضرورية لنجاح الطلاب، وتسلط الدراسة الضوء على الدور المحوري للمعلمين في زيادة فعالية الواجبات المنزلية من خلال استراتيجيات مثل مواءمة الواجبات مع أهداف التعلم، وتقديم تعليمات واضحة، ودمج" تصنيف بلوم" لتشجيع العمليات المعرفية ذات الترتيب الأعلى، وتنتهي الدراسة بتوصيات لتحسين فعالية الواجبات المنزلية

الكلمات المفتاحية: التحصيل الأكاديمي، الأداء الأكاديمي، تصنيف بلوم، متعلمي اللغة الإنجليزية كلغة أجنبية، تصميم الواجبات المنزلية، الواجبات المنزلية، تعلم الطلاب، دور المعلمين، النجاح الأكاديمي

Résumé

Malgré l'utilisation répandue des devoirs comme outil pédagogique, il reste des lacunes dans la compréhension de la manière dont ils affectent spécifiquement les performances académiques des étudiants dans l'enseignement supérieur, en particulier chez les apprenants d'anglais langue étrangère. Cette étude vise à examiner l'impact des devoirs sur les résultats et les performances académiques des étudiants, en se concentrant sur les étudiants en deuxième année d'anglais langue étrangère à l'université de Saïda, en tenant compte de facteurs tels que la conception des devoirs et le rôle des enseignants dans l'amélioration de l'efficacité des devoirs. En outre, l'étude explore la manière dont l'apprentissage approfondi des étudiants peut être favorisé en incorporant "la taxonomie de Bloom" dans la conception des devoirs. En donnant un aperçu du rôle des devoirs dans l'éducation, cette recherche contribue à une meilleure compréhension de la manière dont les devoirs influencent l'apprentissage et la réussite scolaire des élèves. Pour atteindre l'objectif mentionné, le chercheur a adopté une approche méthodologique mixte, dans laquelle une observation en classe et un questionnaire pour les élèves avec un entretien avec l'enseignant ont été incorporés comme outils de collecte de données. Les résultats ont révélé que les devoirs avaient un impact positif sur l'apprentissage et les performances des élèves.L'étude démontre également que lorsque les devoirs sont conçus et mis en œuvre de manière réfléchie, ils peuvent renforcer l'apprentissage, approfondir la compréhension et favoriser les compétences de pensée critique essentielles à la réussite des élèves.L'étude souligne le rôle central des enseignants dans l'optimisation de l'efficacité des devoirs grâce à des stratégies telles que l'alignement des devoirs sur les objectifs d'apprentissage, la fourniture d'instructions claires et l'incorporation de" la taxonomie de Bloom" pour encourager les processus cognitifs d'ordre supérieur.L'étude se termine par des recommandations visant à améliorer l'efficacité des devoirs.

Mots-clés : Résultats scolaires, performances scolaires, taxonomie de Bloom, apprenants d'anglais langue étrangère, conception des devoirs, devoirs, apprentissage des étudiants, rôle des enseignants, réussite scolaire.

Summary

Despite the extensive use of homework as an educational tool, there remains a gap in understanding how it specifically affects the academic performance of students in higher education, particularly among EFL learners. This study aims to investigate the impact of homework on students' academic achievement and performance, focusing on second-year EFL learners at Saida University, considering factors such as homework design and the role of teachers in improving homework effectiveness. Furthermore, the study explores how students' deeper learning can be promoted by incorporating Bloom's taxonomy into homework design. By providing insights into the role of homework in education, this research contributes to a deeper understanding of how homework influences student learning and academic success. It offers practical implications for improving homework implementation and its impact on student outcomes.For the sake of achieving the mentioned aim, a mixed method approach was adopted by the investigator, in which, a classroom observation and a students' questionnaire with a teacher's interview were incorporated as data collection tools. The findings revealed that homework had a positive impact on student learning achievement and performance.The study also demonstrates that when homework is thoughtfully designed and implemented, it can reinforce learning; deepen understanding, and foster critical thinking skills essential for students' success.The study highlights the pivotal role of teachers in maximizing the effectiveness of homework through strategies like aligning assignments with learning objectives, providing clear instructions, and incorporating Bloom's taxonomy to encourage higher-order cognitive processes.The study ends with recommendations to improve homework effectiveness.