

Attendance and Homework Do Matter in Spanish as Second Language Classes

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Abstract

Numerous studies exist regarding the correlation between homework, attendance and the final grade in class or academic success in grades one through college. However, there is still debate regarding their validity. In this research, we analyzed the Pearson correlation between homework and the final grade and between attendance and the final grade. The study was done in the academic year 2016-2017 in two public universities in Texas, USA. The study was conducted in two Spanish as Second Language classes and involved 61 participants. The results show a positive Pearson correlation between homework and the final grade of $r=0.8$ and between attendance and the final grade of $r=0.5$. It means that students who successfully completed their homework also had a final grade of 70% or more. The results demonstrate that homework and attendance do matter in the success of students in Spanish as Second Language classes, especially regarding homework completion and its correlation with the final grade.

Keywords: Spanish as Second Language, Spanish L2, homework, attendance, academic success, foreign language

1. Introduction

1.1 Numerous studies have been done regarding the correlation between homework, attendance and academic success at the college level and in K-12 classes (Chang et al., 2012; Hayward, 2010; Kallenkoski & Pabilonia, 2014; McMullen, 2007, 2012). However, there is still debate regarding its validity and its correlation with the final grade in class or academic success especially regarding homework (Fukuzawa, 2016; Khon, 2012; Hayward, 2010).

2. Objectives

2.1 In the present research, we analyze the Pearson correlation between homework and the final grade and between attendance and the final grade. It was decided to do this research after seeing a very low attendance rate in one of the campuses studied.

3. Methodology

3.1 In this study, we used the total final grade column and the total homework grade column to find the Pearson correlation for 61 participants. We also used the total final grade column in correlation with the total attendance grade column for 61 participants. We used Excel 2013 to analyze the correlation between the two variables.

4. Results

4.1 In this study, we used the total final grade column and the total homework grade column to find the Pearson correlation for 61 participants. We did the same thing between the final grade column and the correlation with the total attendance grade column for the same participants. The results found a positive correlation of $p=0.450$ between the final grade column and the total grade for attendance. Similarly, the Pearson correlation for the final grade and the total homework grade was $p=0.757$.

5. Discussion

5.1 The results demonstrated that students who successfully completed their homework had a final grade of 70% or more. Similar results were found between the final grade and attendance.

The results are similar to previous research in college and at secondary schools (Alexander & Hicks, 2016; Cooper et al. 2006; McMullen, 2010; Planchard, et al., 2015; Stanca, 2010).

6. Conclusions

6.1. Based on our results

We conclude that homework and attendance do matter in the success of our Spanish as Second Language classes (L2). Therefore, we must take steps to improve the student's attendance and homework completion to mitigate students' academic failure, especially at the college level (Chang et al., 2012; Gottfried, 2009). However, more research is needed with a larger pool of participants to get more conclusive results.

7. References

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