Implementing a Plan-Do-Review Cycle to Improve Thai Teenage Students' Homework Completion Rates

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Abstract

This study examined the impact of formative assessment and motivational strategies on homework completion among Thai adolescents aged 13-16 who were studying a beginner-level coursebook at a private language school in Bangkok. Before the intervention, a questionnaire adapted from the Intrinsic Motivation Inventory (IMI) assessed students' attitudes towards the school's current homework approach. The IMI questionnaire was also administered periodically throughout the study to monitor changes in these attitudes over time. Results indicated that while students recognised the value of homework, their motivation was lacking, leading to homework being copied or left incomplete. The intervention introduced a Plan-Do-Review cycle through a 'homework wheel', which included tools such as a learning wall, goal-setting forms, and a star chart to foster engagement and self-reflection. Data collection involved quantitative and qualitative methods. Homework completion rates and goal achievement percentages were examined and interpreted within a Google Sheets spreadsheet, along with qualitative field notes on student behaviour and attitudes. Findings revealed a significant increase in homework completion and intrinsic motivation, with students developing more positive attitudes to homework. This research offers practical insights for educators seeking to improve homework completion and student motivation in similar educational settings.

Keywords: goal-setting, homework, formative assessment, motivation, autonomy, teenagers, workbook

Introduction and Rationale

We currently work as teachers in a private language school in Thailand, where we teach all age groups and levels. One of the main challenges we have faced is motivating Thai teenagers, especially beginners, to participate more actively in lessons and to complete their homework assignments on time. Many Thai students struggle with motivation in learning English (Tantiwich &

Sinwongsuwat, 2021), which directly impacts their engagement both inside and outside the classroom. Homework plays a crucial role in reinforcing classroom learning, yet students' reluctance to complete assignments remains a persistent issue. A lack of motivation to complete homework can hinder students' academic progress and prevent them from developing effective study habits (Richards, 2015).

Previous research has suggested various strategies to address this problem, such as incorporating assessment for learning (AfL) techniques, providing timely feedback, and using motivational strategies to enhance students' engagement with homework (Black & Wiliam, 1998; Dörnyei, 2001). However, little research has explored how these strategies perform in private language schools in Thailand, particularly with teenage beginner-level learners. This study addresses this gap by examining the impact of integrating AfL techniques and motivational strategies into our school's homework practices.

Building upon previous contributions, this study advances the field by examining how formative assessment and structured motivational interventions impact students' homework completion rates in a real-world classroom setting. By identifying effective strategies, we aim to provide practical recommendations for language teachers facing similar challenges. This article presents the findings of an action research study conducted over four months. The primary objective of this study was to improve the quality and completion rates of homework in a teenage beginner class by integrating assessment for learning techniques and motivational strategies within a structured Plan-Do-Review framework. The specific questions which drive the research are:

1. What is the impact of our school's current homework procedure on our students' motivation?
2. Does integrating assessment for learning techniques and frequently using motivational strategies increase our students' homework completion?

Literature Review

Introduction

Guided by prior works, this study further seeks to understand how formative assessment and motivational interventions impact students' homework completion in a real-life classroom setting. This literature review addresses primary topics such as the Plan-Do-Review cycle, formative assessment, motivational strategies, and completion of homework. Furthermore, an outline of the intervention is provided to frame the implementation in private language schools in Thailand.

The Plan-Do-Review Cycle and its Role in Formative Assessment

Ellis and Ibrahim (2016) propose a cyclical process of reflection consisting of planning, doing, and reviewing (PDR), which comprises metacognitive and cognitive strategies. When applied to formative assessment, the cycle enhances self-regulation and involves students in active participation in their own learning process.

In our intervention, the PDR cycle is integrated into homework processes so that learners are able to set learning targets, complete assignments with facilitated support, and reflect on their performance through guided feedback. This aligns with Wiliam's (2011a) model of formative assessment, where formulating clear learning intentions, assessing student understanding, and providing feedback to support learning are given top priority.

Formative Assessment and its Impact on Homework Completion

According to Wiliam (2011a), assessment for learning refers to any assessment whose design and delivery emphasises the promotion of student learning. Engaging in an assessment activity allows teachers and students to gather information for feedback, which can then be used for self-evaluation, peer evaluation, and modification of the teaching and learning activities. A framework proposed by Leahy et al. (2005), which links the three procedures with all those involved in the assessment process (teachers, students, and peers), asserts that formative assessment consists of five key procedures:

1. Clarifying and sharing learning intentions and criteria for success
2. Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding
3. Providing feedback that moves learners forward
4. Activating students as instructional resources for one another
5. Activating students as the owners of their own learning

Applying formative assessment to workbook exercises enables students to internalise and deepen their understanding of the taught material between weekly lessons and encourages them to learn independently (Painter, 2003). However, the summative approach to homework employed at our workplace, where workbooks are collected, marked, and returned to the students at the end of a study module, is not especially beneficial to the teacher as it is unable to influence what happens in the classroom. Conversely, if workbooks are used as a formative assessment, teachers and students can track and evaluate progress. Teachers, for example, can give their students feedback and encourage them to review and plan their work, edit their own and their peers' work, and set future goals to meet the success criteria. If teachers and students adopt an assessment for learning approach when completing workbook exercises, this will likely improve student learning. With Leahy et al.'s (2005) framework in mind, three formative assessment procedures were selected as the basis for this study.

Clarifying and sharing learning intentions and criteria for success. The PDR cycle (Ellis & Ibrahim, 2016) can be implemented by teachers and applied to any activity, including homework. For example, in the planning stage, after teachers have communicated the learning objectives to guide student learning, students work together in small groups to discuss and reflect on what they already know about the topic, plan for the homework, and identify the success criteria. In the doing stage, students complete the assigned homework. In the reviewing stage, teachers encourage students to reflect on their completed homework by posing five key questions:

1. What did you do?
2. What did you learn?
3. How did you learn?
4. How well did you do? Why?
5. What do you need to do next?

Ellis and Ibrahim (2016) identify that reviewing, an integral component of this process, is often overlooked or carried out in a hurried or disorganised manner, which does not support the quality of reflection necessary to enable students to successfully evaluate their learning. Thus, teachers must plan their lessons carefully, incorporating this stage into their plans.

Activating students as instructional resources for one another. When language learners are initially faced with self-assessment, it can be overwhelming, particularly for beginners, as they often lack confidence and feel disheartened when attempting to locate errors in their work. Therefore, an effective alternative is to have students identify errors in their peers' work. Peer assessment and feedback benefit both the student who provides the feedback and the student who receives it (Leahy et al., 2005), and it is now well-established from several studies that "cooperative learning is one of the greatest success stories . . . in educational research" (Slavin et al., 2003, p. 177).

In Chapter 6, Wiliam (2011b) provides teachers with an extensive range of strategies that teachers have employed to get students started in cooperative learning. Two such strategies are 'peer evaluation of homework' and 'error classification'. Teachers of teenage beginners can elicit common homework problems on the board and have students classify these errors, such as missing punctuation, incorrect spelling, and incorrect grammar. After this, students can assign each error a colour and use this colour code system while checking their friends' workbooks. Wiliam (2011b) highlights some surprising observations when using this approach. The first observation is that homework completion rates improved; the second is that students completed their work more neatly.

Activating students as the owners of their own learning. The main objective of this procedure is to promote independence among learners. When students take ownership of their learning, "it can produce extraordinary improvements in their achievement" (Wiliam, 2011b, p. 145). However, student self-assessment is a complex process. Students need to learn how to critically reflect on their learning, which can be emotionally demanding and time-consuming, particularly with low-level language learners who lack confidence in their ability to succeed (Wiliam, 2011b). Britton (2021) notes that feedback in language teaching classrooms focuses primarily on whether or not students are achieving the learning objectives. Teachers should provide timely, personalised feedback linked directly to the learning objectives and success criteria, which identifies what students have accomplished and what actions they need to take for future learning. This feedback allows students to analyse their performance, specifically the areas they need to improve in, thus encouraging them to take control of their own learning.

Extrinsic and Intrinsic Motivation

Motivation is a significant factor in the pursuit of academic learning and achievement (Elliot & Dweck, 2005). According to self-determination theory (Ryan & Deci, 2000), there are two types of motivation: intrinsic and extrinsic. Intrinsic motivation is the motivation to do something for its own sake or the sheer enjoyment of the task, whereas extrinsic motivation is the motivation to do something to attain an external goal or meet some externally imposed constraint. Extrinsic motivation promotes performance and effort by using rewards as a tool for positive reinforcement in return for a desired behaviour. This typically yields positive results and requires less effort compared to intrinsic motivation (Ryan & Deci, 2000).

Teenager's Lack of Motivation for Doing Homework

According to Wright and Price (2009), teenagers are faced with an array of choices: engaging in paid work outside of school, becoming involved in extracurricular activities, and balancing school responsibilities with social activities with friends. Indeed, there are many factors affecting the motivation of teenagers towards home study. In one particular study, a student displayed dissatisfaction with the notion of homework when he "wanted to go outside, play video games, and watch TV. Homework is bothering because it takes away from the business of having fun" (Xu & Yuan, 2003, p. 35). This attitude has been proven to increase academic procrastination, which stems from a lack of interest and leads to a decrease in the will to complete the task (Altundag, 2019).

10 Commandments (Motivation Strategies)

According to Dörnyei (1998), without sufficient motivation, "even talented individuals cannot accomplish long-term goals, and an appropriate reward system or sufficient teaching is not enough to ensure student achievement" (p. 203). In a study conducted by Cheng and Dörnyei (2007) in a Taiwanese English language school, they highlighted ten motivational strategies that impacted levels of student motivation:

1. Proper teacher behaviour
2. Recognising students' efforts and celebrating success
3. Promote learners' self-confidence
4. Creating a pleasant classroom climate
5. Present tasks properly
6. Increase learners' goal-orientedness
7. Make the learning tasks stimulating
8. Familiarise learners with L2-related values
9. Promote group cohesiveness and group norms
10. Promote learner autonomy

This next section will highlight the relevance of three of the listed motivational strategies in improving teenage homework completion.

Recognising students' efforts and celebrating success. A substantial body of research shows that praise and rewards effectively manage individual student behaviour and motivation towards learning. In the case of the Taiwanese study, teachers were vigilant in promoting effort attributions and recognised the importance of praise and rewards in motivating students (Cheng & Dörnyei, 2007). Some theories suggest that motivation differences related to Asian societies are in tune with their collectivist cultures. In particular, parents and teachers in Asia believe "learning cannot be separated from achievement" and that "learning and achievement are social obligations" (Ng, 2003, p. 3).

Presenting tasks properly. The evidence strongly suggests that the way a teacher presents the learning tasks correlates with the effectiveness of how a student responds to the assigned activity. To see an increase in homework completion, teachers should set aside an amount of time to explain homework assignments and give students opportunities to pose questions before the end of the lesson (Brewster & Fager, 2000). There are also many skills students can learn as they receive assignments, such as taking notes, identifying a goal, organising and planning, and asking for clarification before completing the assigned task (Nuzum, 1998).

Increasing learners' goal-orientedness. A study on extrinsic rewards and their impact on homework completion took place at an elementary school in Iowa (Olson, 2018). The students were tasked with setting their own goals alongside a general goal from the teacher. By allowing students to increase their goal-orientedness, they developed self-regulation skills, which were integral to the success of homework completion and were life-long skills (Ramdass & Zimmerman, 2011). The conclusion of the study credits the decrease in missing assignments to students having a goal and an extrinsic incentive to work towards, thus adding weight to the argument that extrinsic rewards can increase homework completion (Oden, 2020).

The Framework of the Intervention

Our intervention combines the Plan-Do-Review cycle, formative assessment techniques, and motivational strategies to increase homework completion rates among teenage beginner-level students. The model consists of:

1. Planning: Teachers communicate the learning objectives to guide student learning, students work together in small groups to discuss and reflect on what they already know about the topic, plan for the homework, and identify the success criteria.

2. Doing: Students complete the assigned homework.

3. Reviewing: Teachers encourage students to reflect on their completed homework by posing five key reflection questions, as suggested by Ellis and Ibrahim (2016).

4. Motivational strategies: The recognition of student effort, goal-oriented learning, and structured feedback enhances engagement by fostering motivation, clarity, and a sense of achievement.

Methodology and Procedure

The Participants

This study's participants represented many groups at this particular level at our workplace, a private language school in Bangkok; they were unmotivated in class and with their homework assignments. Some students could be seen copying their friend's homework moments before entering the classroom, while others would hand in an uncompleted homework assignment. The participants comprised 8 male and 13 female Thai adolescents aged 13 to 16 who enrolled in a beginner-level language course and attended a weekly 2-hour class.

As the sample consisted of adolescents, various ethical procedures were followed. A letter informing the students' parents was sent home, and a meeting was organised. During the meeting, the study was explained in detail, and the students and parents had the opportunity to ask questions and voice any concerns. Our school's Thai principal was also present and acted as an interpreter when necessary. At the end of the meeting, consent forms were distributed, and all participants who were approached consented to participate.

The Pre-intervention Phase

Before conducting our study, we created a student questionnaire, adapted from the Intrinsic Motivation Inventory (IMI), to measure the students' current attitudes towards homework. The tool was implemented to provide us with a concise representation of motivation levels. However, it was primarily used to explore their opinions towards the new system of homework. This tool was piloted in prior research such as Activity Perception, Subject Impressions, and Task Evaluation (Ryan & Deci, 2000). The IMI questionnaire was used to explore how intrinsic motivation influences behaviour and helps researchers understand the factors that contribute to an individual's intrinsic motivation, and how it can be enhanced in different settings. The questionnaire consisted of ten statements based on four IMI subscales: Interest and Enjoyment, Value and Usefulness, Pressure and Tension, and Effort and Importance (see Table 1). Interest and Enjoyment is the only subscale that measures intrinsic motivation, whereas Pressure and Tension is a negative predictor of motivation. The inclusion of positive and negative assessors allowed for a balanced assessment of the students.

The statements were designed to reflect the nature of the research and thus provided an accurate assessment of the current motivation towards homework. These statements were mixed in order and presented in English with the Thai translation to avoid confusion. To appeal to our teen audience, we adopted a Likert scale with emoticons, with a happy expression representing 'very true' and a sad face meaning 'not true at all'. The students then marked their feelings about each statement and handed them to the teacher.

The survey addresses the first question posed in the research: What is the impact of our school's current homework procedure on our students' motivation? As interest and enjoyment are considered

the self-reporting measures of intrinsic motivation (Centre for Self-Determination Theory, 2020), statements such as ‘I think homework is fun’ and ‘I think homework is an interesting activity’ presented a visible link between their current motivation and lack of completed homework assignments. Other statements, like 'I think that doing homework will help me become a better student’, adhere to the value and usefulness each participant places on homework. This questionnaire was handed out during the study after every three homework assignments to help us track the students’ motivation over the four months.

Table 1

Student questionnaire

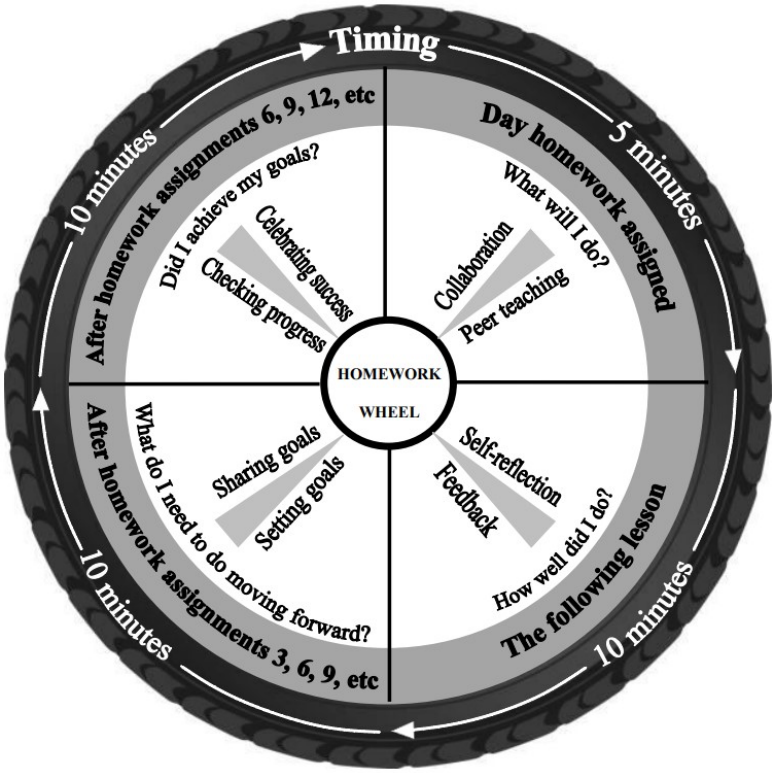
IMI Subscale	Statement
Interest and enjoyment	• I think homework is fun. • I think homework is an interesting activity. • While I do homework, I think about how much I enjoy it.
Effort and importance	• I put a lot of effort into doing homework. • It is important for me to do my homework well.
Pressure and tension	• I feel nervous when I do homework. • I feel pressure when I do homework.
Value and usefulness	• I think that doing homework will help me become a better student. • I think that doing homework could benefit me. • I think that doing homework could improve my study habits.

The Intervention Phase

This study utilised the Plan-Do-Review cycle by Ellis and Ibrahim (2016) in the form of a homework wheel (refer to Figure 1). The Plan-Do-Review cycle has been applied in educational contexts, and research suggests that such a cycle can support the integration of formative assessment with motivational strategies (Hattie & Timperley, 2007; Nicol & Macfarlane-Dick, 2006; Shute, 2008). Based on this cycle, the homework wheel was designed as a structured system for applying these strategies. The activities ran over four months, a duration chosen to allow for the completion of one module of the coursebook. The tools included a learning wall, a goal-setting form, a homework completion form, and a star chart. These tools have been validated and utilised in prior studies, confirming their dependability in increasing learning outcomes and encouraging student participation (Hobbs & Mourão, 2025). The following section provides a brief overview of these tools and their integral role within the homework wheel.

Figure 1

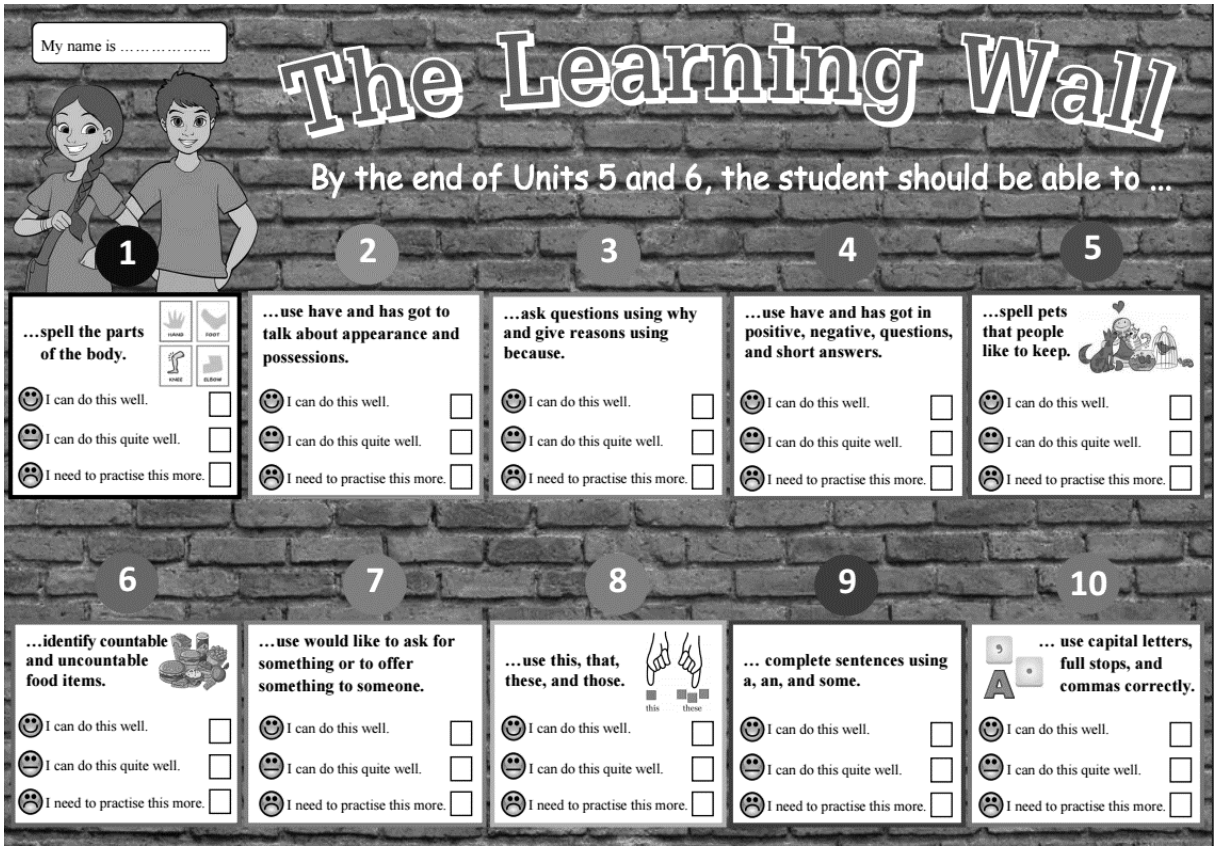
Homework wheel



The homework wheel followed a three-step process: planning, doing, and reviewing. To generate initial interest in the workbook exercises and demonstrate the long-term learning objectives, we introduced a visual aid called ‘The Learning Wall’ (see Figure 2). This tool featured clear success criteria using ‘I can do’ statements. During lesson planning, we integrated the first section of the wheel, ‘What will I do?’ into our lesson plan. The learning wall was instrumental in this stage, as it allowed us to break down the target language into manageable sections and select appropriate teaching strategies and resources aligned with each lesson’s objectives (Hobbs & Mourão, 2025). At the end of our lesson, we allocated five minutes for the students to discuss the assigned workbook pages set for homework and encouraged more knowledgeable students to take an active role in teaching their peers (Cameron, 2001). We stressed the importance of students guiding their peers to think independently rather than simply providing answers (Moon, 2000). We then used the thumbs-up-side-down method to assess our students’ understanding of the assigned homework. To track the students' homework completion rates throughout the study, we maintained a simple checklist.

Figure 2

The learning wall



The second section of the homework wheel, 'How well did I do?' typically occurred at the start of the lessons and lasted for approximately ten minutes. Firstly, the students worked in small groups, discussing the strengths and weaknesses of their homework and that of their peers. After these discussions, they identified errors in their own workbooks with three coloured markers, highlighting grammatical errors in pink, spelling errors in green, and punctuation errors in blue. This colour-coded system made it easier for students at this level to evaluate their work, concentrate on the areas they needed to improve on, and remember their mistakes. Following this initial review, the students worked together to check their work collaboratively. This step allowed them to discuss why they thought a particular answer was correct or incorrect and reach a consensus. However, the students were not required to revise their homework during class; they could do so at home if they wished. This flexibility demonstrated respect for their autonomy and promoted their ability to take ownership of their learning. After the collaborative review, we provided brief verbal and written feedback on the quality of their homework, highlighting what they did well and which areas they could improve in. The students were encouraged to ask questions during these short feedback sessions and to take notes on what actions they needed to take moving forward to meet the success criteria on the learning wall.

The third section of the homework wheel, which took place for ten minutes after every three homework assignments, involved the students reviewing and assessing their progress by revisiting the

feedback comments from the teacher and the success criteria on the learning wall. They also reread their notes and examined their mistakes in their workbooks before asking themselves, 'What do I need to do moving forward?' The students then set personal short-term goals (see Appendix A). During this process, we guided and supported them to set clear and achievable goals. Previous research has established that when teachers and students work together to establish goals, they are more likely to be accomplished (Boekaerts, 2002). Once our students had set goals, they were encouraged to share them with their peers.

In the final stage of the homework wheel, the students were required to revisit their goal-setting forms for ten minutes after the sixth homework assignment and then repeat this step after every three homework assignments. As part of this process, they had to evaluate their progress by answering the question, 'Did I achieve my goals?' They did this by colouring in a face that best represented their level of achievement and writing comments at the bottom of their goal-setting forms before setting their next set of goals. To promote a positive learning environment and to recognise our students' achievements and progress, we implemented a star chart. The students were awarded a certificate upon earning five stars in the following categories: writing neatly, completing homework on time, spelling words correctly, leaving spaces between words, and using proper punctuation. We also photographed the certificate awarding ceremonies and sent the pictures to our students' parents.

Field Notes

After each lesson, we conducted field notes detailing the lesson's activities, the implementation of exercise completion strategies, and student reactions. Taking field notes is an integral part of documentation and analysis in qualitative research and allows researchers to produce descriptions that provide the foundation for analytical writing and conceptual reasoning (Maharaj, 2016). The notes conducted post-lesson aided in observations of feedback sessions, the order of activities, and other aspects of the lesson including student queries. The field notes also allowed us to highlight problematic areas, such as our students' inability to highlight errors or problems they faced setting their own goals.

The specific data collection tools adopted in this study and the methods used for analysing the data are summarised in Table 2. We used the methodological triangulation method to collect our results to increase validity and enhance our understanding of the findings. The collected qualitative data complemented and clarified the quantified findings by helping to identify common themes. (Bekhet & Zauszniewski, 2012) By drawing data from multiple sources, it broadened our insight into the different issues underpinning our study.

Table 2

Data collection tools and data analysis

Data collection tools	Data analysis
1. Homework questionnaire:	Quantitative data were represented graphically using Google Sheets.
2. Homework completion form:	We collected quantitative data by monitoring the timely completion of homework.
3. Goal-setting form:	We collected quantitative data by calculating the percentages of goals accomplished.
4. Star chart:	We collected quantitative data by calculating the percentages of students who successfully received certificates.
5. Field notes:	We collected qualitative data by monitoring the students' attitudes, behaviour, and motivation.

Findings

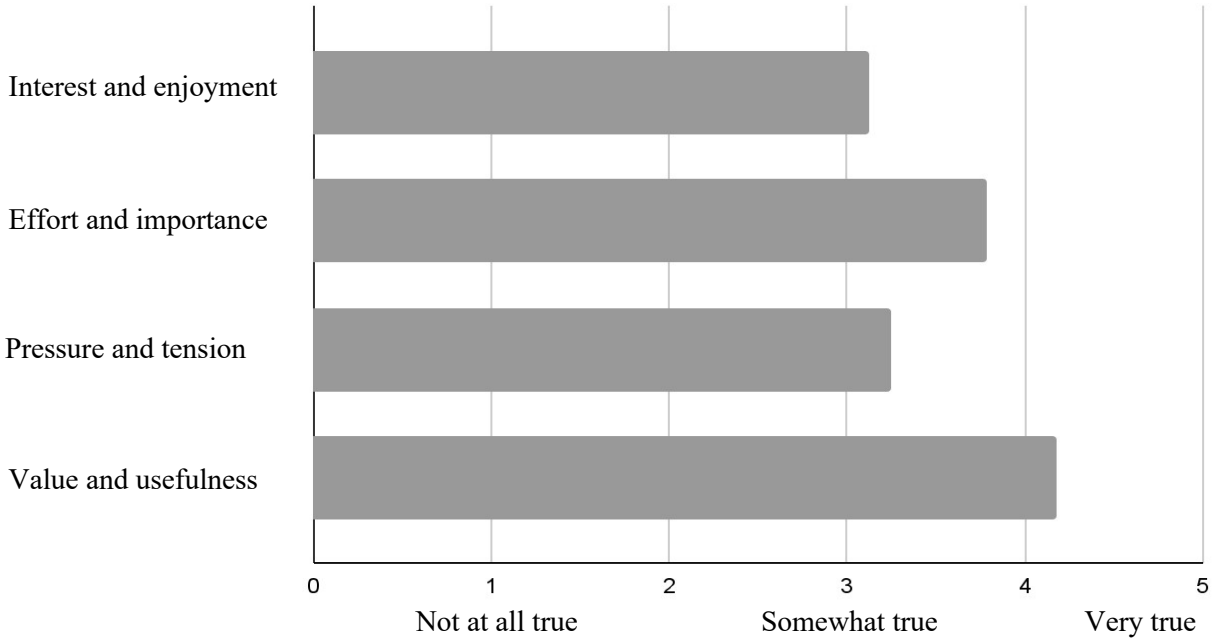
In this section, we will present the salient findings of this study by presenting the results of our research. We will then proceed to examine other prominent themes that emerged during our research.

What is the impact of our school's current homework procedure on our students' motivation?

In the pre-intervention phase, we utilised the IMI questionnaire to determine the impact of our school's current homework procedure on our students' motivation. Figure 3 displays the mean scores across the four subscales. The horizontal axis represents the Likert scale the students coloured in on the questionnaire, from 'Not at all true' to 'Very true'. The vertical axis depicts the ten statements from the questionnaire divided into four IMI subscales (see Table 2).

Unexpectedly, the students placed more importance on the value and usefulness of homework, followed by effort and importance, and pressure and tension. Interest and enjoyment received the lowest ranking on the feedback. This is an important indication of their attitudes towards the current homework procedure, as interest and enjoyment are the main indicators of intrinsic motivation. They recognised homework as an important tool that would benefit their study habits and reflect a genuine commitment to completing homework tasks, which contradicted their homework completion rates.

Figure 3
Results of IMI questionnaire

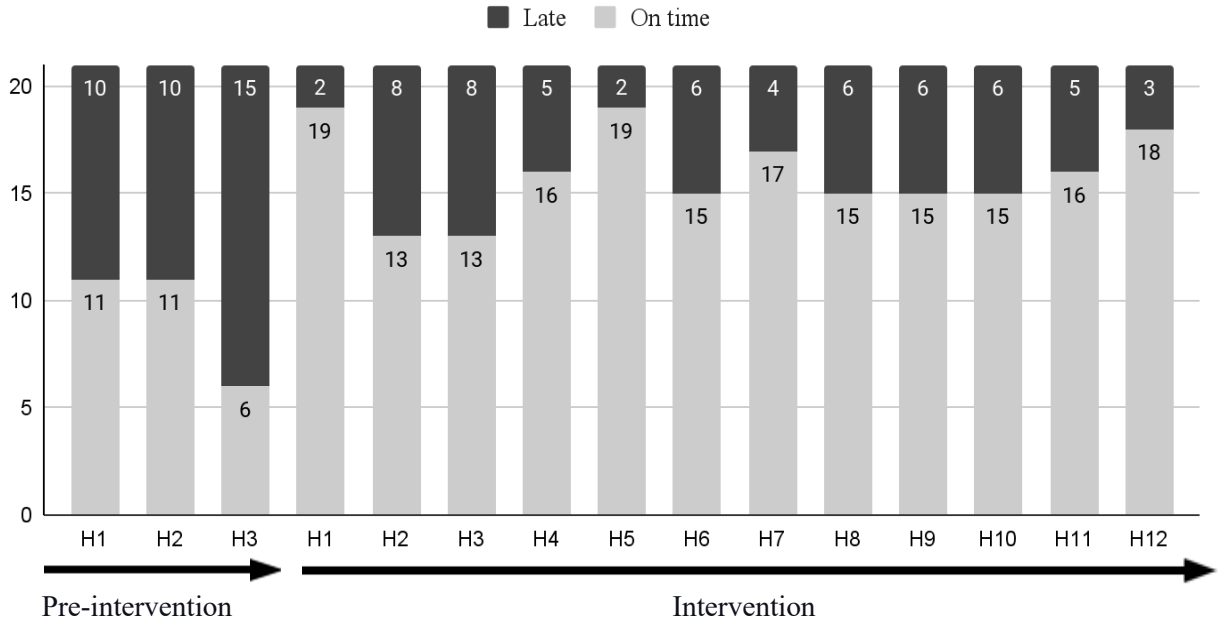


Does integrating assessment for learning techniques and frequently using motivational strategies increase our students' homework completion?

Aiming to improve our students' homework completion rates, we combined Cheng and Dörnyei's (2007) motivational strategies with assessment for learning techniques. Another essential element of our approach was the use of extrinsic motivators in the form of a star chart. Figure 4 displays the homework completion rates during the pre-intervention and intervention phases of our study. The horizontal axis represents the three initial homework assignments before the intervention was implemented and the subsequent twelve homework assignments during the intervention. The vertical axis shows the total number of students who submitted their homework late or on time. From this data, we can see that the timely completion of homework in the intervention phase was significantly higher than in the pre-intervention phase. Surprisingly, the homework completion rates remained consistently high throughout the intervention, with an average of 76% of students completing their homework on time, and there were only two instances when more than six students handed their homework in late. Another interesting observation is the large number of students who completed the fifth homework assignment. A possible explanation for this sudden spike in homework completion could coincide with the first opportunity to earn five stars on the star chart.

Figure 4

Homework completion rates



Theme 1: Learner motivation

Figure 5 shows the perceived motivation levels of the students across the study based on results from the student questionnaire. To track the students' perceived motivation across the period, the IMI based questionnaire was given to students every three weeks, resulting in six sets of results from each student. The results are presented in Figure 5; the IMI subscales are represented by four corresponding lines. The horizontal axis shows the weeks of the study where the questionnaire was completed, and the vertical axis represents the Likert-scale answers from the questionnaire. By looking at the chart, we can recognise a visible increase in perceived motivation throughout the intervention phase.

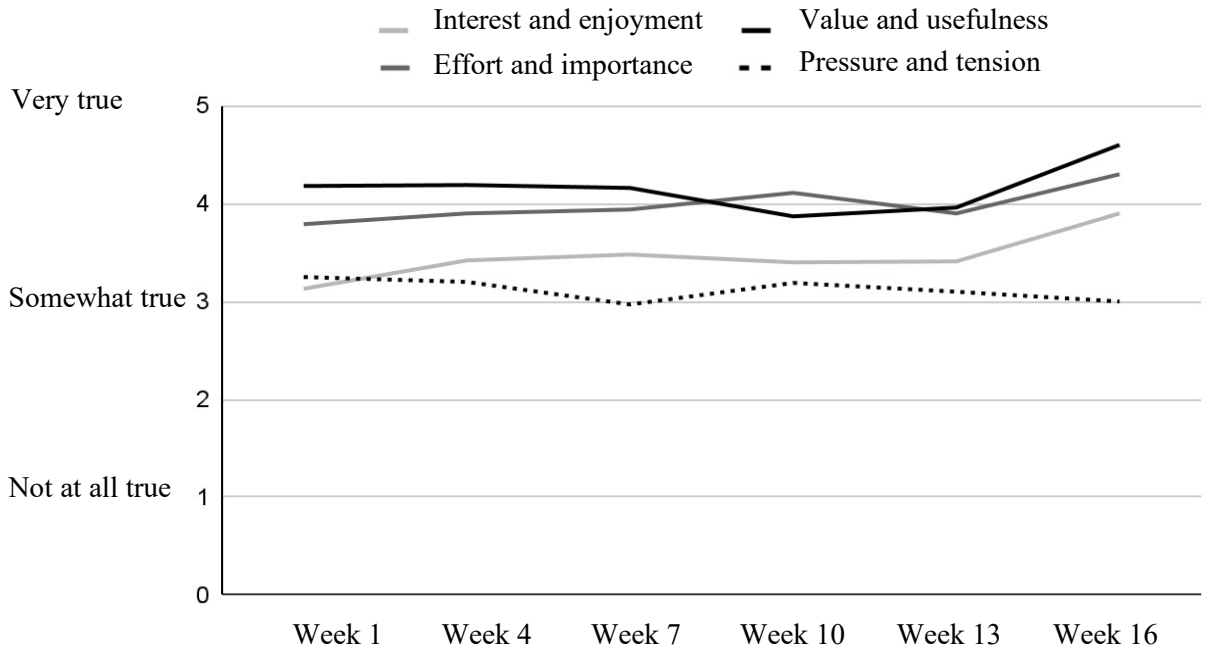
As expected, the 'Pressure and Tension' subscale fell steadily throughout the period, and as homework completion rates climbed consistently throughout the study (see Figure 4), the other IMI subscales rose simultaneously. By the seventh week of the study, 'Pressure and Tension' fell to its lowest point, whereas there was a noticeable rise in 'Interest and Enjoyment'. This could be attributed to the students becoming familiar with the goal-setting process and discussing the homework before completion. By exploring and sharing their ideas about completing the homework, the students felt more comfortable completing the assigned task.

This increase in motivation over the period also indicates the star chart was an effective tool in improving homework completion. Each student who presented their homework during the study was rewarded with a star on the star chart, dependent on the quality of the homework submitted. The first certificates were awarded in week 6 of the study, which coincides with a perceived increase in motivation and a fall in 'Pressure and Tension'. The students recognised they were being rewarded for their efforts by receiving a star on the chart. This suggests that extrinsic motivation was very effective

in assuring the students maintained their increased homework completion levels. A sudden spike in motivation occurred between weeks 13 - 16. A possible explanation for this increase is at this point in the intervention phase the students were achieving their goals, earning certificates, and becoming better at self-reflecting, goal-setting, and completing homework assignments to a desired standard.

Figure 5

Motivation levels (IMI) across the study



Theme 2: Learner autonomy

We introduced a Plan-Do-Review procedure centred around the homework wheel, a tool that guided students through the process of planning, doing, and reviewing their homework. This was designed to foster our students' growth as independent learners. Initially, this approach was challenging for our students, as they needed time to familiarise themselves with the process and how the tools worked in each stage of the wheel. However, with encouragement and practice, our students slowly began to take more responsibility for their own learning.

As part of this procedure, our students were encouraged to discuss the designated workbook pages set for homework in small groups. The groups were tasked with appointing team leaders, typically the more proficient students, to deliver a presentation on the workbook exercises and answer any questions from their peers. Our observations throughout the study suggest that this collaborative learning time increased our students' interest in the homework and motivated them to be more active and involved in the learning process. At the end of the class, the students had the opportunity to seek further clarification from the teacher. Our field notes reflect the students' growing confidence and independence in these collaborative discussions.

- *Surprisingly, I was not asked many questions regarding their homework.* (Journal entry 16 March, 2024)
- *Today, I set pp. 25-26 for homework. The two team leaders presented the homework tasks in five minutes. Both teams presented and discussed the tasks well.* (Journal entry 30 March, 2024)

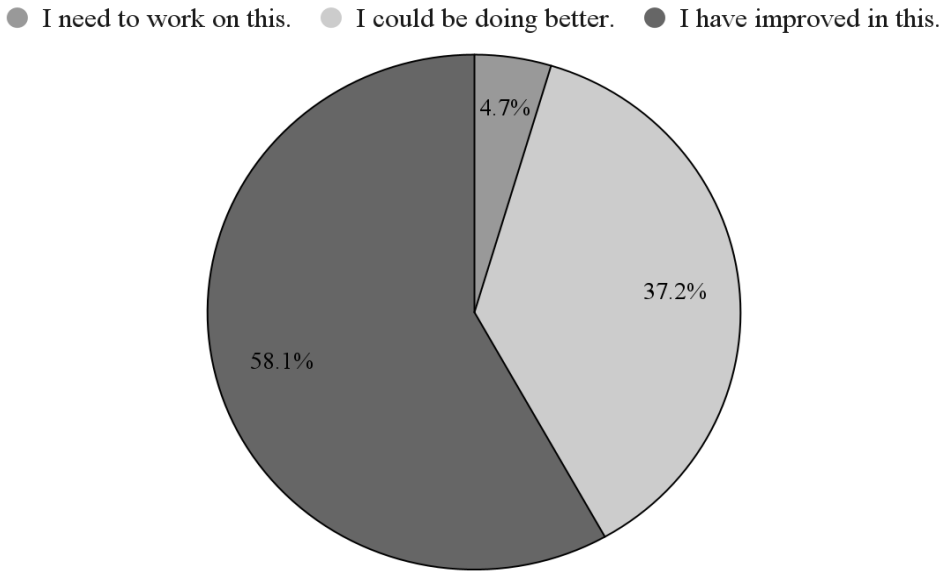
In the following lesson, our students reviewed their homework independently and collaboratively. As the students grew more confident and accustomed to reviewing their own and their peers' work, they exhibited increased independence when evaluating their homework. This development, which we documented in our field notes, illustrates how we supported our students at the beginning of our study and how they became more adept at locating errors with each iteration of the Plan-Do-Review cycle.

- *I tasked both teams with switching workbooks and attempting to colour-code their peers' mistakes. This took roughly 15 minutes due to their inability to locate and identify mistakes. I assisted by breaking down the grammar and spelling on the board to boost their identification skills.* (Journal entry 9 March 2024)
- *The students were more competent in finding mistakes in their friend's work and could feedback to the class.* (Journal entry 20 April 2024)
- *The students worked alone and in groups to highlight mistakes. The students enjoyed this task and did an outstanding job identifying their own and their peers' errors.* (Journal entry 18 May 2024)

In the goal-setting stage, we provided a framework to help our students with this task. Firstly, we had our students refer back to the success criteria on the learning wall and then reflect on the mistakes in their workbooks. Most importantly, we encouraged our students to engage with the teacher's written feedback in their workbooks, as this is crucial for successful learning and achievement (Price et al., 2010). Figure 6 displays the data we gathered from the six goal-setting forms. The pie chart illustrates the percentage breakdown of the students' goals and whether they believed they had accomplished them. From the chart, it can be seen that the students felt they had improved in a large proportion of their set goals.

Figure 6

Goal percentages



During our research, we collected and compiled the goals set by our students. Our students set a total of 23 goals, and the top ten most frequent goals were:

1. Practise spelling the key vocabulary
2. Write neatly
3. Finish homework
4. Check punctuation
5. Check spelling
6. Read every day
7. Check grammar
8. Speak English every day
9. Review what I have learned
10. Don't forget full stops

Of interest here is that four of the top five goals aligned with the categories on the star chart, a visual tool we used to acknowledge and celebrate our students' success. This observation indicates that our students were probably motivated by extrinsic factors, or it might suggest that goal-setting is difficult for students at this particular level, and the star chart helped them establish achievable goals at the beginning of the study. However, as our students became familiar with the process of setting and monitoring their goals, they exhibited greater autonomy in their goal-setting efforts. Our field notes reflect our students' progression towards autonomy as they confronted and overcame various challenges.

- *The students struggled setting goals, so I supported them throughout the activity. Finally, the students shared their set goals in circle time.* (Journal entry 2 March 2024)
- *There was lots of confusion on the goal-setting form; the students wrote the same goals and left the faces unchecked.* (Journal entry 23 March 2024)
- *The students completed their goal-setting forms. They coloured in the faces that best reflected their effort and then wrote comments and set new goals. Most of the students were able to do this independently. Some needed assistance, but with a little help, they were all able to write acceptable comments about their efforts and set realistic, new goals.* (Journal entry 4 May 2024)
- *The students took some time to reflect on their previous goals, colour in the faces and add comments at the bottom of the form. Following that, they prepared a new list of goals for themselves. Due to a lack of time, they only shared one goal with the rest of the class. For the most part, they worked independently, with only a few students requiring help to clarify the spelling of certain words.* (Journal entry 25 May 2024)

Discussion and Conclusion

In this section, we will discuss how our interventions have influenced our students' motivation, their homework completion rates, and their sense of autonomy. In addition, we will reflect on how these interventions have contributed to creating a more positive and self-directed learning environment.

Student Perceptions of Homework Procedures

In the pre-intervention phase, our findings from the IMI questionnaire revealed that our students realised the importance of homework for their academic success and that they considered homework to be a valuable and useful activity. However, as evidenced by the homework completion rates, the reality was that our students were not intrinsically motivated and found it challenging to complete the workbook exercises set for homework independently, often resorting to copying from a peer before their class rather than doing the homework themselves.

Another notable takeaway from the results is how much value and effort students placed on doing their homework. Responses like 'I put a lot of effort into doing homework' and 'It is important for me to do my homework well' received high rankings in the student feedback. In contrast, statements such as 'I find homework fun' and 'Homework is an enjoyable activity' were not as well received. Overall, the results give a clear view of how students felt about homework. Although they saw it as useful and helpful for their learning, the higher scores in pressure and tension compared to interest and enjoyment suggest that many students felt stressed or forced to do it, showing they were more extrinsically than intrinsically motivated. The pressure students felt from homework could be due to several factors, such as parental pressure, the requirement to revisit grammar and vocabulary from the

previous lesson, or feeling nervous about completing homework. As expected, this indication of nervousness affected their homework completion rates. These initial findings emphasise the complicated nature of student motivation, where extrinsic factors dominate the genuine enjoyment of learning.

The Role of Extrinsic Rewards and Motivational Strategies in Homework Completion

In this study, it was found that motivational strategies combined with extrinsic rewards significantly improved the homework completion rates of our students. The implementation of motivational strategies, especially recognising students' efforts and celebrating their success, is in agreement with Cheng and Dörnyei's (2007) findings, which showed that Asian students place a great deal of importance on effort and believe that hard work leads to better results. Similarly, our study suggests that rewards can have a strong impact on student behaviour and engagement, as evidenced by the data from the start chart, which showed an increase in motivation from week 6 onwards, which was when our students had the first chance to earn certificates.

Impact of Goal-setting on Student Engagement and Autonomy

Consistent with the literature, goal-setting emerged as a key component of fostering student motivation and performance levels in our study (Bandura & Schunk, 1981; Latham & Locke, 2002). Initially, our students found it challenging to set academic goals and required assistance from their teachers, as recorded in the field notes. However, once our students took the initiative to set their own academic goals and became accustomed to revisiting the success criteria on the Learning Wall and reviewing the teachers' feedback and the mistakes in their workbooks, we saw a significant improvement in our students' ability to monitor their own progress and take charge of their learning journey. The data collected from the goal-setting forms indicated that a large majority of our students reported meeting the goals that they had set for themselves. This particularly highlights the impact of goal-achieving processes on the intrinsic motivation and sense of purpose among our students.

Conclusion

Building on previous research on formative assessment and motivational strategies, this study aims to establish a homework framework that empowers students to take more responsibility for their own learning through the process of planning, doing, and reviewing. Our results show that using homework as a formative assessment positively affected our students' homework completion rates. A contributing factor to the homework completion rates may have been increased parental awareness of the homework assignments because of the circulation of photos from the certificate awarding ceremony. This increased awareness could have led to more parental support and encouragement, which, in turn, might have increased student motivation.

While the cyclical process created around the homework wheel may appear straightforward in a diagram, it took time for our students to learn how each stage worked and to develop the skills necessary to take on a more responsible and proactive role in their learning. Throughout the planning, doing, and reviewing stages, our role as facilitators and motivators was crucial. However, once our students recognised the potential of this routine and how it could significantly enhance their learning, we observed a marked increase in their autonomy, independence, and motivation.

Limitations and Recommendations for Further Research

Despite being limited by the relatively small sample, the results of this study support the claims made in research regarding the effectiveness of formative assessment on student achievement. For the students participating in this study, the Plan-Do-Review procedure created around the homework wheel had a positive impact on their motivation to complete their homework and helped them recognise the value of homework as a learning activity.

Although formative assessment has been widely studied in Thailand, especially in the higher education context, the introduction of the homework wheel as a structured framework to enhance student autonomy and motivation represents a new approach. Previous research in Thailand has primarily focused on blended learning models and technology-enhanced formative assessment methods (Spector et al., 2016; Nguyen et al., 2023). However, there are few studies that specifically address a structured homework cycle, such as the homework wheel. This study, therefore, offers new insights into how a structured formative assessment strategy can improve homework completion and student motivation, particularly in a language school setting.

Overall, our involvement in this study has allowed us to understand that integrating formative assessment practices in a language school setting is a complex process. Moving forward, teacher training, which includes how the homework wheel can be successfully integrated into lessons, should allow our teachers to develop a deeper understanding of formative assessment. In addition, to ensure the homework wheel functions as a practical tool for a language school, we advise that teachers adhere to the designated time allocations for each section of the wheel. Some weeks may necessitate the completion of all sections of the wheel, a task which is time-consuming. Therefore, once students have developed confidence in setting and monitoring their goals, the goal-setting form could be implemented as a component of their homework assignments, and goals could be shared the following lesson. To conclude, this study will serve as a foundation for future research in language schools aiming to increase homework completion rates for low-level language learners.

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Appendix A: Goal-setting form

Goal setting form



My name is .....

How can I improve? (ฉันจะปรับปรุงตัวเองได้อย่างไรบ้าง?)

My personal goals (ความสำเร็จของฉัน)

To help me improve in my homework and studies, I need to think about what areas I can do better in. (เพื่อปรับปรุงในเรื่องการบ้านและการเรียนของฉัน ฉันจำเป็นต้องคิดว่ามีด้านใดบ้างที่ฉันสามารถทำให้ดีขึ้นได้)

My personal goals are to.....?

	I need to work on this!	I could be doing better.	I have improved in this!
1.	☹	😐	🙂
2.	☹	😐	🙂
3.	☹	😐	🙂
4.	☹	😐	🙂
5.	☹	😐	🙂
6.	☹	😐	🙂

My comments: _____

_____

_____

_____

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