

Students' Perception on Homework in English Language Learning

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Ashish Bahadur Khadka**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2024**

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**T.U Reg. no.
Examination Roll No. 74288016/074**

**Date of Approval of
Thesis Proposal: 11/12/2022
Date of Submission:**

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date:

.....

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ashish Bahadur Khadka** has prepared this thesis entitled "**Students' Perception on Homework in English Language Learning**" under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated to my family who devoted their entire life to make me what I am today.

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to my respected and honorable Guru and thesis supervisor **Dr. Gopal Prasad Pandey**, Professor,

Department of English Education, T.U. for his invaluable suggestions and continuous encouragement. I am deeply indebted for his help during my research work. Genuinely speaking, without him, this work would have been incomplete as well as worthless.

Similarly, I am also grateful to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education for his kind co-operation, suggestions, academic guidance and encouragement.

Furthermore, I would like to thank **Dr. Prem Bahadur Phyak, Mr. Jagadish Paudel, Mr. Laxmi Raj Ojha, Mr. Ashok Sapkota, Mr. Khem Raj Joshi, Mr. Guru Prasad Paudel, and Mr. Resham Acharya** for providing me their direct and indirect valuable academic support and encouragement during the academic years.

Mrs. Madhavi Khanal the librarian, Department of English Education deserves a lot of thanks for kind co-operation in course of carrying out this research.

Similarly, I would like to remember my inspiring and encouraging parents for providing me with every support to come to this position. I would like thank my friends **Dilli Raj Bhatta , Shyam Raj Ojha and Ratan Bhandari** and all my colleagues for creating co-operative and favorable environment during my study.

I would not miss the opportunity to thank all the participant students of secondary level of Shree Saraswati Secondary School Purbichauki Rural municipality Sanagaun 04 Doti for providing the unforgettable help to collect the data related to the research and to complete my research work.

April

Ashish Bahadur Khadka

ABSTRACT

The present research work entitled '**Students' Perception on Homework in English Language Learning**' was an attempt to explore the secondary level students' perceptions to identify students perception on homework provided them by the teachers and to find out whether the work assigned to be done at home encourages their creativity or becomes academic burden to them and to find out the practices of homework in English Language Learning at Shree Saraswati Secondary School Purbichau R.M, 04 Doti. Survey research design mixed method was followed to complete this study. The respondents for this research were selected by using random sampling procedure. The primary data were collected from forty students of class ten and two English teachers of Shree Sawaswati Secondary school. A set of questionnaires containing both close-ended and open-ended questions was the main tool for data collection. The collected data were analyzed and interpreted by using simple statistical tools using tables, percentages and interpreted descriptively. The major finding of this study was students' perception towards homework and developing their language skills was positive. Homework helped to develop writing skills by improving students' skills on vocabulary use, sentence formation and organization. Likewise, the practices of homework in English language learning in the context of Shree Saraswati Secondary School purbichauki, R.M 04 Doti has been continued by following the Homework pattern as it is in the textbook along with the specific homework moods like: group work, project work and so on .

This study contains five chapters. The first chapter deals with the background of the study, statement of the problem , objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. The chapter two comprises review of the theoretical and empirical literature, implication of the study and conceptual framework. Likewise, chapter three consists design and method of the study, population, sample and sampling strategies, research tools, sources of data, data collection tools and techniques, data collection procedure, data analysis and

interpretation procedures and ethical consideration. Chapter four includes analysis of data and interpretation of the results. Similarly, the fifth chapter focuses on conclusions and recommendations of the study. Finally, the references and appendices have been included in the last part of the study for the validation of the research.

LIST OF ABBREVIATION AND SYMBOLS

Stu.	:	Student
No.	:	Number
S. N.	:	Serial number
H.W	:	Homework
ELT Class	:	English Language Teaching Class
SW	:	Schoolwork
i.e.	:	That is

Chapter One

Introduction

This is the study on '**Students' Perception on Homework in English Language Learning**'. This is a survey study. This chapter includes background of the study, statement of the problem, objective of the study, research questions and significance of the study, limitations of the study and operational definition of the key terms.

Background of the study

This research is based on homework in English Language Learning of public school's students. Generally, homework is known as a set of tasks assigned to their students by their teachers to complete outside the classroom. Cooper (2001: 3) provides a concise definition of homework: "Homework can be defined as tasks assigned to students by school teachers that are intended to be carried out during non-school hours". The basic purposes of assigning homework to students are to increase the knowledge and improve abilities and skills of the students, to prepare them for upcoming lesson, to reinforce what they have already learned and so on. Homework also provides an opportunity for their parents to learn about their children's academic activities at home.

Similarly North and Pillay (2002, pp. 139–140) investigated English teachers' motivation for setting homework in Malaysian English classrooms, showing that the majority of teachers view homework as an important tool for practice and diagnostic purposes, while also recognizing other purposes with a clear focus on facilitating and encouraging learning. So, it can be highlighted that, homework is a necessary step to improve learning outcomes of the students in the context of English Language Learning. Furthermore, according to Vatterott (2007), true responsibility cannot be coerced, students must be allowed the power to develop and take ownership of their tasks in order to get true learning from homework. Thus, the homework can be taken as a free assignment should be provided to the pupils based on their level, interest, knowledge and capacity then only it encourages students to take initiative and responsibility for

completing a task. On the other hand Becker & Epstein, (1982) focus on that the most common instructional purpose of homework is to provide the student with an opportunity to practice or review material that has already been presented in class so that it allows parents to have an active role in their child's education and helps them to evaluate their child's progress. It also reinforces skills, concepts and information learned in class. Henderson, (1996) comes up with the ideas that, homework likely has a significant impact on students' educational trajectories. Most educators believe that homework can be an important supplement to in-school academic activities. Homework activities relate what is learned at school to children's live outside of school and helps to connect school learning to the real world. Hence, homework enables the students to recall a certain problem and apply it to another distinctive situation.

I have selected the topic "Students perception on Homework in English Language Learning" being based on the present context. This is one of the burning issues in present era in English Language Learning. Many researches have been conducted in this field but it is still vague to figure out that whether homework helps students to develop their creativity or it destroys the creativity regarding in-school learning or learning out of the school in the context of English Language Learning at a secondary school of Purbichauki Rural Municipality. After concerning the valuable research, ideas, and explorations of various scholars in the area of homework it can be concluded that, homework is an act done out of the classroom by students as they have been assigned particular work and this is also students' further exercise trial for the betterment of their academic journey. But sometime the work they have been assigned might be the cause of boredom in the study even though, it can also increase the creativity of the students. So that, this paper is typically dealing with the matter whether homework increases creativity or interrupts in better learning of students i.e. the students' prospection towards homework in English Language Learning. The reason behind choosing this topic is to show that in which extent the way and creativity of homework providing also affects in creativity and how teacher's way of providing homework just so become boredom to them. So the central focus of the research here is that what kind of homework students like to do and what kind or

homework helps to develop students' creativity and how do the students regard homework in their academic journey especially during secondary level in English language learning.

Homework in ELT Textbook

The homework is a crucial part of teaching and learning activities. According to Votterott,(2009) as cited by Azizah (2018) it can be concluded that the existence of homework is seen as an integral part of education for long time. The varieties of homework depend on teachers like; how do they design? And in what amount do they assign to the students? However, according to the English Textbook of Grade Ten, publication (2017) some of the homework and their practices can be listed as follows:

Vocabulary in use: In this task students are provided with a puzzle table to solve with vocabulary after reading the text likewise some more vocabularies are also provided to make meaningful sentences.

Reading comprehension: These kinds of homework are provided with the questions to be answered after reading the lesson.

Follow-up activities: Here the teachers provide some open-ended kinds questions related to the lesson was already taught to continue students' chain of learning.

Grammar: In this section of homework, students are provided with some grammatical items to correct after the reading specific lesson as homework.

Speaking: For these kinds of homework the textbook has already got some scripts for students speaking practices. And they are asked to do rehearsal of that as homework before entering the ELL classroom.

Writing: In this section of homework students are provided with writing tasks like; opinion, essay, review, summary etc. to examine students' understanding after reading.

As stated by Azizah (2018) Teachers may apply homework, as a learning strategy, for various purposes, such as reviewing the material, introducing new materials and correlating new material to the previous ones. Concluding the statement it can be said

that the homework in the ELL classroom is very important to engage the students in learning.

Statement of the problems

Homework is a set of tasks given by the teachers to their students to complete at home by the students. Kouzma & Kennedy,(2002) say that many students consider homework the chief source of stress in their lives. However, it is considered as a practice work which helps students to revise on what they have learned during the in class activities at school. Homework also helps students to remember what they have learned. It is believed that homework is a waste of time and that they do enough work at school; however, it is also believed that homework is very prominent piece of task for a student as it can help in their further practices to strengthen their previous learning, exams and education. Reese, (1995) states that prior to the 20th century, homework was believed to be an important means for disciplining children's minds accordingly the concept of homework has not been taken alike in the 20th first ear. On the other hand it is also believed that homework is helpful but it's not clear that in which extent it nourishes or fades students learning outcomes. There are many advantages and disadvantages of assigning homework to the students. Beck, (1995) & Kazantzis, (2005) come up with the idea that behavioral and cognitive therapy approaches often define or operationalize homework as a discrete "task," such as assertiveness behavior designed to improve interpersonal interaction. Thus, it is crucial to know that whether the homework sets children to manage their time and plan out study schedules in actual time, which are very useful skills to have when they enter senior high school years, tertiary study and eventually the workforce or becomes a mental burden to drive them from their work practically. Doing homework early in the schooling days secures that it becomes a habit not a hindrance of the students' learning. Dealing with homework lets students to go through content learnt during the class at school with a fresh mind set and a clear goal regarding homework, distancing from their friends and other schoolyard distractions. Homework not only gets students ready to learn but also helps parents with an opportunity to get in touch with their child's school work, by fetching assistance and

additional concerns when they need it. On the other hand, it eats up the valuable time kids have to spend with their family, attend extracurricular activities and catch up with friends.

Many researchers have conducted research in this area but it is not explored that what is the prospection of students towards homework in the English Language Learning. Therefore, my research's concern here is that whether students of secondary level take homework as an academic task that helps in their English Language Learning or it hinders them in better learning as well as in their personality development. There is still a debate about homework whether it is good or bad to give homework to the students so that this research will try to find out the perception of students' towards homework in English Language Learning.

Objectives of the study

This present study revolved around the achievement of the following objectives.

- I. To explore students' perception towards homework and practices in English Language Learning.
- II. To suggest some pedagogical implication and recommendations on the basis of findings of the study.

Research questions

This study addressed the following research questions:

1. What are the students' perceptions towards homework and practices of homework in English Language Learning?
2. What are the pedagogical implications and recommendations of the study?

Significance of the study

Homework is an academic piece of work assigned to the students from school to be done at home. This is not only a task to be completed by the students but also an effort to boost up the students capacity in the absence of teachers direct guidance as it is supposed to be happening during the school time. Homework on the other hand is also a means of keeping students busy in study in their spare time at home. It is an act to be done by students as per every day requirement of the classroom perhaps of every subject. Why this research is going to be accomplished is to figure out the students' perception towards homework in English Language Learning. Similarly whether the length of homework can sometime be boredom for students which may create negative mindset of the students regarding the study and assignments are supposed to be carried on at home, so that this study is aimed to know the secondary level students 'prospection towards homework in English Language Learning provided by the teachers. Furthermore, how the practices of homework are continued and for what purpose at a secondary level school is also included in the research.

This study on the other hand, includes the findings of that how much homework should be provided to the students? What kinds of homework don't seem to be boredom to them? Does homework really enhance students' ability? The students' prospection regarding homework will cover the information about the students' mindset regarding homework provided by the teachers.

Delimitation of the study

The delimitation of the study were as follows:

1. This study will only cover secondary level students.
2. This study will includes only forty students and two teachers.
3. The study will focus only students' perceptions on homework.
4. This study will be limited within the perception of Secondary Level Students of Shree Saraswoti Secondary School Purbichauki Rural Municipality, Doti.

Definition of the key terms

Homework: It is a set of tasks assigned to students by their teachers to be completed outside the class.

ELT: English Language Teaching.

Perception: The way in which something is regarded, understood, or interpreted.

Chapter Two**Review of the related literature and conceptual framework**

This section provides the information of previous research study and other related literature. This chapter includes the review of related theoretical literature, review of the related empirical literature, implication of the review of the study and conceptual framework.

Review of the theoretical literature

The review of related literature provides vivid concepts about research work. It is the best way to find out the gaps and problems to explore new ideas from the existing theories and findings. Similarly, it presents different theories to explain a certain phenomenon. It helps to establish what theories already exist and relationship between them. It helps us in shaping our study by providing theoretical guidelines. It equally helps to select the research methodology. More specifically, the researcher conceptualizes the whole ideas to carry out the research in scientific and systematic way. In order to successively accomplish the study, I read different books, articles and dissertation reports related to my topic and I basically reviewed literature related to my study students' prospection towards homework in ELL classroom.

The Concept of homework

The term 'Homework' has been made up of the combination of two different words itself such as: home; a place where people live and work; a task should be done by one. So the homework in academic area is a task provided to the students to be done at home for their further exercise and academic improvement. Likewise, Fisher, Lapp & Frey (2011) conducted a research entitled "Homework in Secondary Classrooms; Making it relevant and respectful." This study shows that homework is not likely to be effective if it is not completed nor is it likely to help if the students do all of the problems wrong. Homework might help when it is the practice of familiar concept. From the examples mentioned in this paper we have found that the teacher did not assign homework as an afterthought, but instead as a well-integrated dimension of their instruction. It was the independent practice that occurred only after the students were well prepared, and it was also an integral dimension of what was to follow in class. We have learnt from this research is that our goal as a teacher should be to release responsibility to students based on our knowledge about their understanding, such that they can be their learning. In the case, they will take what they learn with them for the rest of their lives.

Importance of Homework

It is a common trend that the homework is provided at school for the further practice of learning. On the other hand it is considered that homework is a crucial tool to improve the learning outcome and getting mastery in knowledge, information and students' behavior. Cooper (1989, p. 86) points out a number of benefits of homework such as improvements in factual knowledge, understanding concept, attitudes to learning, study skills, self-discipline, and problem solving skills. He, in his research findings, concludes with clear evidence that homework improves academic achievement for high school students. Homework fosters study habits and prepares learners autonomous in language learning. It also supports learners to search various resources for example: dictionaries and grammar reference books. Likewise, some other importance of homework providing to the students can be enlisted as follows:

Improves memory of the students While doing homework, students are able to revise all the topics that they learnt in the classroom. Which encourages them in developing their memory and in strengthening their learning skill.

Best use of time: Students take much time to complete their homework so that this act keeps them away from unnecessary activities like wasting their much time by watching television, scrolling the phone or playing video games and so on.

Boosts students' independency: When students do their homework without the help of a teacher or friend, this makes them self-reliant and confident.

Students learn responsibility: When students do their homework daily, they understand that completing their homework is their responsibility. Which helps them to be more responsible as a students as well as a person.

It helps the students to get ready for upcoming class: Homework makes students to do some self-study and helps to clear their confusion and besides that it prepares them for regular next class.

Students know how to use academic resources: Students learn to take advantages of resources like libraries, the internet, etc., to find the information in order to accomplish their homework.

It improves academic performance of students: Learning in classrooms is not sufficient to score good grades in academics. It is also very prominent to do self-study for securing good grades.

Some of the important points are listed below:

- Homework reinforces skills, concept and information learned in class.
- Prepare students for upcoming class topics.
- Teach students about independent work and self-discipline while doing academic act.

- Encourage students to take responsibility for completing the task that they are assigned.
- Allows parents to have an active role in their child's education and helps them to evaluate their children's progress.
- Relates what is earned in school to children's lives outside of school and help to connect school learning to the real world.

Harmer, (2008); Cross, (1992) explains that homework will become something that students want to be involved in. Similarly, individual way of learning should be considered important aspect of learning. Moreover, teacher can ask the students their views on homework. Thus it is very important to assign homework to the students according to their level, interest, ability, age and proper guidance of the teachers and parents for their academic nourishment.

Types of Homework

Homework is a cost-effective instructional technique. It can have positive effect on achievement and character development and can serve as a vital link between the school and family. Homework is defined as “tasks assigned to students by school teachers that are meant to be carried out during non-school hours” (Cooper, 1989, p. 85-91).

Each type of homework has its own role for students learning. The important task for teachers is to select homework that will best provide holistic support to a student.

According to Drew,(2022) there are seven types of homework:

1. Exercise Schoolwork

Practice is the most common task scholars have when they're given schoolwork. It entails trying to support information learned in academy so that scholars will commit it to long- term memory. An illustration of practice schoolwork is calculation workbooks. Generally, a schoolteacher will complete the calculation task in class so scholars know

how to do it, and also give them a workbook of 20 – 50 tasks to complete overnight to support the task.

2. Preparation Homework

Preparation schoolwork is given to scholars before a assignment so they've the important information at hand before class. Generally, this occurs when preceptors give reading accoutrements for scholars to look over between classes. They also come to class having read the accoutrements so they're ready to bandy and debate the motifs.

3. Extension Schoolwork

Extension schoolwork involves furnishing scholars with tasks that are grounded upon what was learned in class, but goes over and above those tasks. It's the fellow of tutoring a pupil to swim also letting them out into the ocean. The scholars have to apply their knowledge in a new environment without the support or 'scaffolding' of a schoolteacher swimming over their shoulders.

4. Integration Schoolwork

Integration schoolwork requires scholars to bring together, or 'integrate', knowledge from colorful subjects and knowledge areas into one design. The schoolwork may involve the integration of history assignments with writing assignments to produce a book report, or the integration of calculation with business studies to produce a business plan. Integration is great for scholars to draw connections between effects they've learned in colorful different classes at academy still, it also involves a lot of complexity that may make scholars feel confused or overwhelmed.

5. Research Homework

Research schoolwork involves using your time after academy and on weekends to gather data that will be bandied in class. Frequently, this can involve canvassing family members, taking prints around your community, or looking up information on the internet. The benefit of exploration schoolwork is that scholars frequently come to class

with instigative effects to partake. They will also come with questions to help stimulate discussion in class.

6. Operation Schoolwork

Operation schoolwork involves taking knowledge learned in class and applying it to real- world settings. This is common in immersive language learning settings, for illustration, when preceptors ask scholars to go out into the thoroughfares and exercise new vocabulary when ordering a drink or buying food.

7. Flipped Homework

The flipped learning movement is a movement that involves making scholars learn at home on their own also come to class to practice it. For preceptors, this means allowing about academy as the space for ‘traditional’ schoolwork and home as the space for instruction. This is decreasingly popular with technology and mongrel literacy surroundings. For illustration, a schoolteacher might assign a YouTube videotape to watch as schoolwork before class. Also, the class involves anatomizing the videotape and critiquing it.

Principles of schoolwork

Principle generally refers to a general scientific theorem or law that has multitudinous special operations across a wide field likewise; principles of schoolwork cover the areas of literacy of the scholars and preceptors’ guidance during completion of it. Some of the principles of schoolwork are as follows

- 1. Setting practice or medication tasks** Hallam & Rogers(2018) describes that schoolwork should concentrate on either rehearsing preliminarily tutored knowledge or medication for the coming assignment.
- 2. Making tasks concentrated and terse;** Marzano, Pickering, & Pollock,(2001) state that pupils learn further when allowed to exercise smaller chops or generalities thus,

schoolwork should be set in small gobbets in terms of content or concentrated on particular chops in order to be duly understood by pupils.

3. Checking the schoolwork with the pupils in class after completion; Rosenshine(2012) explains this offers a chance to review the crucial generalities, correct misconstructions and better bed the work completed to memory. That also leads scholars towards the completion of task handed to them at academy.

4. Informing parents of schoolwork; Epstein and Van Voorhis(2001) have suggested effective communication of the purpose and content of schoolwork can allow parents to understand what's being tutored in class and grease parent- child exchanges, which may support the significance of academy work.

5. Distance and interleaving preliminarily tutored content; Jones,(2020) also demonstrates that schoolwork tasks could readdress preliminarily tutored content. However, schoolwork conditioning can follow a spaced gyration where one short task is set on the current content and another set on a former content, If doable.

Role of Homework

As Cooper, Robinson, & Patall,(2006) Schoolwork is any task assigned by academy preceptors intended for scholars to carry out during non-school hours. Therefore, it can be said that schoolwork plays vital part in the scholars' better performance in learning English Language. Likewise Dran(2007) mentions some important places of Schoolwork in ELT classroom as follows

- Schoolwork (i.e. homework) is anticipated by scholars, preceptors, parents and institutions.
- Schoolwork reinforces and helps learners to retain information tutored in the classroom as well as adding their general understanding of the language.
- Schoolwork develops study habits and independent literacy.

- Schoolwork offers openings for expansive conditioning in the open chops which there may not be time for in the classroom.
- Schoolwork provides durability between assignments. It may be used to consolidate class work, but also for medication for the coming assignment.
- Schoolwork may be used to shift repetitious, mechanical, time-consuming tasks out of the classroom. • Schoolwork islands the gap between academy and home. Scholars, preceptors and parents can cover progress. The institution can involve parents in the literacy process.
- Schoolwork can be a useful assessment tool, as part of continual or portfolio assessment.

Homework in the context of Nepal

The homework is basically provided by the teachers to their students in everyday basis to assess the learning outcomes and keep them updated with the learning activities at home. Pudal, (2019) comes up with the ideas that motivating and encouraging students to learn a mathematical concept is not easy because many factors/variables which may directly affect students' performance/ achievement in mathematics like, teaching learning methodologies, professional issues teachers, students' cultural background, classroom assessment practice in mathematics, use of technologies, etc. Curriculum Development Center [CDC],(2007) defines that assessment is a process of gathering, interpreting, recording and analyzing data, using information and obtaining feedbacks for re-planning educational program. Aforementioned research conclude that homework in the context of Nepal has not get the outmost tip for the betterment of the students in their learning as it is supposed to help the students. Still the variables of providing homework here has been followed the traditional patterns. Moreover, the stereotype of homework providing is being practiced till the 20th first century of educational and technology in the context of Nepal.

Homework in the ELT Classroom

ELT classroom is a place to learn English language. According to the curriculum of Nepal there is a space for English Language so that English is kept as a compulsory subject in school. Azizah(2018) presents some of the homework can be provided in ELT classroom which are as follows:

- Homework for preparing upcoming lesson
- Homework for preparing strategy of state examination
- Homework for doing state examination exercises
- Homework for collecting materials of state examination
- Homework for learning vocabulary
- Homework for learning language function
- Homework for learning grammar
- Homework for comprehending text
- Homework for discussing materials
- Homework for supporting speaking skill
- Homework for supporting listening skill
- Homework for supporting reading comprehension
- Homework for supporting formal text writing
- Homework for supporting writing a translation
- Homework for supporting informal text writing

Likewise, English Textbook of Grade Ten (2017) recommended by Curriculum Development Center has also designed some types of homework they are; Vocabulary in use, Reading comprehension, Follow-up activities, Grammar, Speaking, Writing, Fun corner, Listening etc.

Review of Empirical Literature

Booth (2010), studied on topic entitled “The effects of homework assessment on students” motivation and achievement” for the purpose to determine if the manner of assessing homework is associated with student motivation and student achievement.

Participants are 33 students of the ages 16 to 18 from two sections of advanced placement calculus at the comprehensive high school. The two sections are assigned the same homework problems. The assignment in one section were submitted and assessed for a grade. The other sections did not submit the homework assignment but took homework quizzes that were random problems taken from the homework assignment. Interview was used in the group of 18th to identify benefits of completing their daily homework. To determine the homework beliefs and practices students and their parents completed surveys. The findings of the research are, there is good achievement in mathematics who is motivated towards homework.

Similarly, Poudel (2012) carried out a research entitled “Dealing with Homework in English Language Teaching: A case of Dadeldhura District”. The objective of this study was to explore homework dealing situation of English language teaching at grade eight in Dadeldhura district. The questionnaire was used as data collection tools and used survey design. The sample of this study was one hundred and twenty students of grade eight and thirty students from each school. The purposive random sampling procedure was used as a sample. The study results indicated that there was not monitoring system by the school administration regarding homework. Teachers assign similar type of homework to all students and they do not assign homework in pair and group.

Matei, and Ciascai (2015) carried out a research entitle “Primary Teachers Opinion about Homework”. This study aims to explaining the teachers’ perception about homework. In the survey conducted online with voluntary participation, 51 primary teachers were involved. Their answer highlights the teachers’ belief on the need to request daily homework and the parents’ involvement in controlling the homework assigned to their children. Respondent also praised in their answer the homework benefits for students, fully ignored the disadvantages. The change of the unilateral belief of teachers, parents, teachers’ trainers, curriculum creators referring to homework required an active involvement of the education professionals. They should transpose the

homework practice to systematic research whose results to be addressed to all stakeholders.

Yadav (2017) conducted a study entitled on “students attitude towards homework” to find out the attitude of the students of secondary level of Siraha district. To fulfill the objectives of the study he has taken 150 students of the public and private schools as sample by simple random sampling. To find out the attitude of the students the opinionative was implemented. The result of this study indicates that there is positive attitude of the students towards homework. There are many factors influencing the attitude of the students towards homework. It was found that there is positive impact of the home environment, school environment, peers influence and the self-related factors.

Thapa (2021) carried out research entitled “Students perceptions of teachers’ written and oral feedback on homework”. The objectives of the study were to investigate students’ perceptions towards feedback on homework and to explore the types of feedback techniques used by teachers in ELT classroom. For this study sixty students were randomly selected from three higher secondary school of Kathmandu district. It was based on survey research design. She used questionnaire as a data collection tool. She found that the students would like to get positive feedback for homework from their teachers. Majority of the students’ provided teachers’ feedback on homework is extremely helpful to improve their performance in classroom.

Kulung (2021) carried out research entitled “Students’ voices on homework”. The main objectives of the study were to find out current patterns of English homework and the gap between patterns of homework assignments and students' interest. This study includes both qualitative and quantitative methods. Survey design was used for quantitative phase and narrative inquiry was used for qualitative phase. A set of questionnaire and focused group discussion (FGD) were used as a tool to collect data, 40 students were selected to complete questionnaire and six students were selected for FGD. The respondents are secondary level (8-9) students from two different schools of Illam district, they were chosen through purposive sampling procedure. The recorded

discussion of FGD was transcribed, analyzed and interpreted in a thematic approach. The finding of this study shows that students are not satisfied with the current patterns of homework in English, teacher mostly assign textbook related assignments but they desire some changes in patterns of homework i.e. technology based work, creative and contextual writing, field work, group work, project work, presentation, etc. The study provides EFL teachers, educators, policy makers, curriculum developers, syllabus designer, parents as well students with insights into how the teaching can be made outcome oriented.

Implication of the review for the study

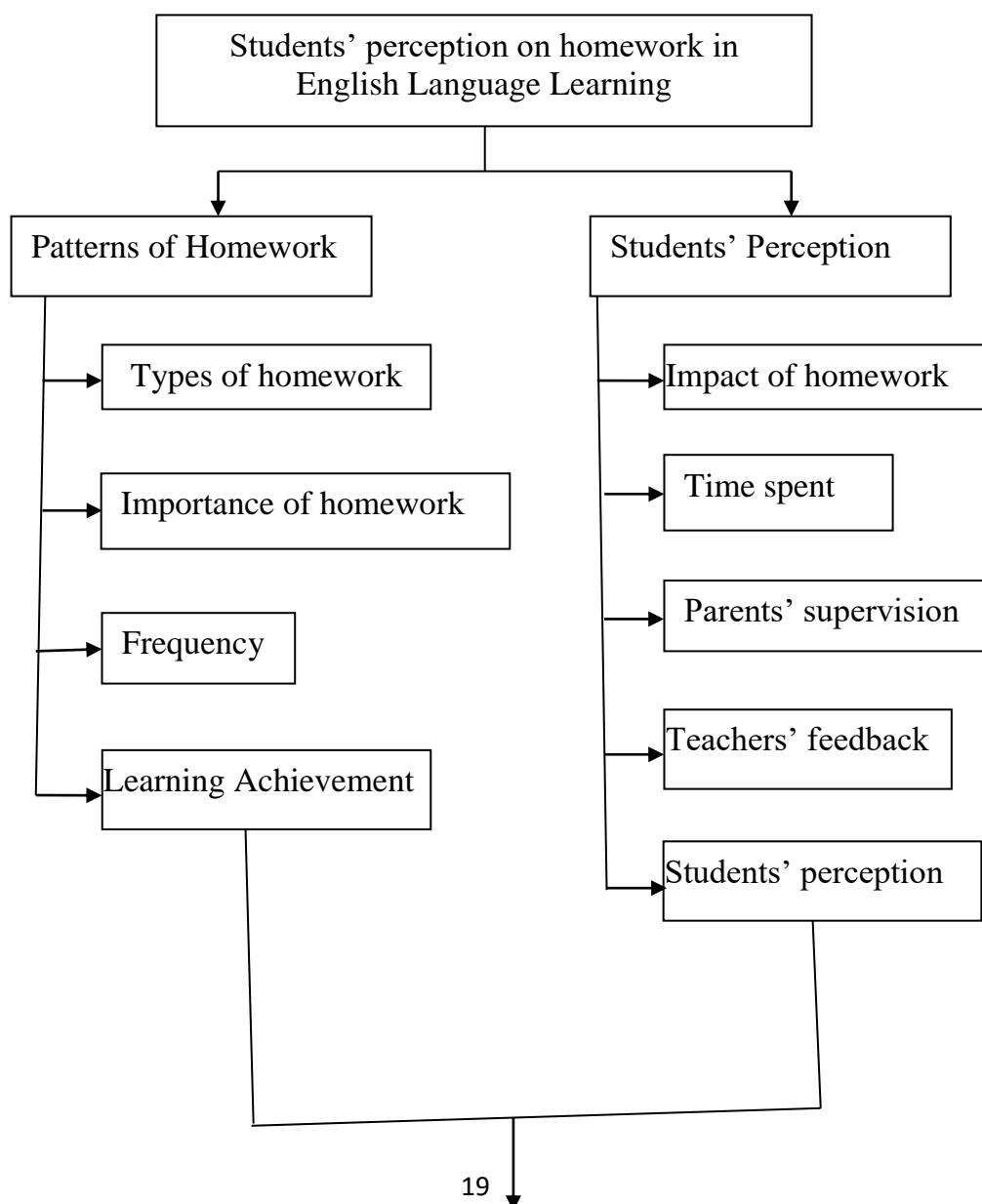
After the review of aforementioned theoretical and empirical literatures, it helped me to figure out research problems, formulate objectives, and select tools for collecting data and data analyzing procedures. Some reviewed studies were very close to the interest of my study area so that these studies gave me a hand in order to carry on this study. These studies assisted me to identify the gap between what has already been found out and what are yet to be explored. The review of the study may obtain from the variety of sources including books, journals, articles, reports and previously done thesis and researches. To be specific review of research helps to recognize the track and to follow it and to get real findings.

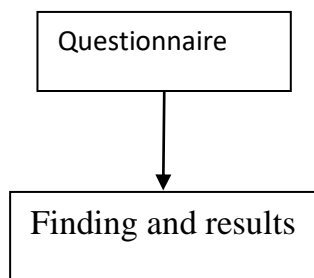
The reviews here have already been done above helped me to underline the importance of homework, its types and its contemporary practice and so on. Even though many researches are conducted in the topic 'Homework' this study is absolutely distinctive regarding topic, objectives of study, research design, research methodology and so on than others researches. Every research and literature review done here are very prominent for me in order to set my concept, ideas and patter during the research. Booth (2010), from this study I got the ideas, which is helpful to sample the population and selecting research design for my research work. The next research I reviewed the study of Poudel (2012), this study provided me broad theoretical knowledge on selecting

methodology, area of the study and making tools for data collection. Likewise Matei and Ciascai (2015), work helped me select data analyzing process. Yadav (2017), this study gave me hand for finding out the introduction and problems in my research. Thapa (2021) helped me in theoretical part. Kulung (2021) helped me to extend my knowledge on homework.

Conceptual framework

The study on “Students’ prospective on Homework In English Language Learning” will be based on following conceptual frame work.





Chapter Three

Methods and Procedures of the Study

This chapter deals with the methodology and procedure adopted by the researcher while carrying out the research to achieve the set of objectives of the study. The researcher adopted the following research methodology to carry out the research.

Design and Method of the Study

Research design is a detailed outline of how an investigation was taken place. Research design typically includes how data were collected, what instruments were employed, and how the instruments were used. I adopted survey research design and mixed method in order to achieve the objective of my study. According to Cohen and Manion 1985 (as cited in Nunan 2010, p. 140), "surveys are the most common and descriptive method in educational research and may vary in the scope from large scale governmental investigation to a small scale studies carried out by a single researcher".

The survey research design is one of the important research design used in educational investigations. It is mainly carried out to find out peoples' attitude, opinions, and specified behavior on certain issues, phenomena and events or situations. The finding of survey research generalizes to the whole group achievement. For this reason, I used survey design in my research study.

Population, Sample and Sampling Strategy

I adopted survey research design. It demands large number of population. So, the population of my study was the secondary level students of ‘Saraswati secondary school Purbichauki 04, Sanagaun Doti. The sample population of the study were forty (40) students and two teachers of Saraswati secondary school purbichauki 04, Sanagaun Doti. I used random sampling procedures to select the required sample of my study.

Research Tools

Regarding the use of tools for data collection, I used a set of questionnaires. Both close ended and open-ended questions were administered to collect the data. Different questions were administered to the student to find out their perception towards homework as a load or notion of creativity.

Sources of Data Collection

I used both primary and secondary sources of data. Thus, this study was based on the following source of information:

Primary Sources of Data: This study was primarily be based on the primary sources of data. The primary sources of data in this study include the responses of forty students and two teachers of Saraswati Secondary School Purbichauki, 04 Sanagaun Doti.

Secondary Sources of Data: In order to complete the study, I consulted various books, journal, reports, articles, thesis and related works to the topic.

Data Collection Procedures

The primary data were collected through a set of questionnaire for getting firsthand information. For that purpose first of all, I prepared a set of questionnaire as per the guidance of my supervisor. Secondly, I visited Saraswati Secondary School of Purbichuki R.M, 04 Sanagaun Doti to convince the respondent for the research. Thirdly, I introduced myself with the prospective participants, clarifying the objective of the study. Then, I built up a good rapport with them as far as possible for the purpose of acquiring

rich and valid data. Then I distributed a set of questionnaire to my participants. Similarly, I collected natural data with the help of questionnaire respectively. Eventually, I extended my gratitude to all the respondents for their kind co-operation, sharing, and more importantly for their pivotal role in order to accomplish the study.

Data Analysis and Interpretation Procedures

Most of the survey researches are qualitative and quantitative in nature. Being a mixed survey research, it has characteristics of both qualitative and quantitative analysis. After collecting the data from students, I interpreted and analyzed them systematically. The collected data were analyzed and interpreted both descriptively and statistically. Quantitative data were analyzed by using simple statistical tools like percentage then they were presented and displayed in different tabulation and qualitative data were analyzed descriptively.

Ethical Considerations

To maintain the ethical issue I informed my participants what I was going to do with them. To make my participants feel comfortable I explained them that the information gathered from them was only for academic research purpose. To generate authentic data from my participants I convinced them with the assurance that their privacy related issues were not to be disclosed. Their names were codified if it would be necessary and they were going to be affected nowhere because of this research. Whatever the secrecies that I noticed during the research were not be publicized at any cost. All information collected from the individual was kept confidential and private.

Chapter Four

ANALYSIS AND INTERPRETATION OF RESULTS

Analysis of Data and Interpretation of Result

This section basically deals with the analysis and interpretation of data gathered from the first hand sources to fulfill the objectives of the research. The major objectives of this study were to interpret students' perception towards homework, to figure out the homework practices in English Language Learning and to suggest some pedagogical implication and recommendation on the basis of findings. Data were summed up from forty students of class ten and two teachers at Shree Saraswati Secondary School Purbichauki Rural Municipality Doti with the help of a questionnaire consisting of both close-ended and open-ended questions. For this, I prepared 20 close-ended and 8 open-ended questions which respondents were asked to response on it. The prominent objective of the study being carried out was to underline whether homework boost up the students' English Language Learning or discouraged them in learning and what the students expected from the teachers and parents while coping up with the assignment that they were instructed to complete. Data were analyzed and interpreted as follows:

Analysis of quantitative data

Quantitative data are defined as the prominence of data in the form of counts or numbers where each data-set has a unique numerical value associated with it. It is usually collected for statistical analysis using survey, polls or questionnaires sent across to a specific section of a population. I (the researcher) prepared twenty close ended questions for the purpose of collecting quantitative data for this study. The data were analyzed and interpreted statically and thematized with the help of table and percentile.

Students' perceptions of homework in English Learning

Students were found anticipated towards homework in English Language Learning. Majority of the students thought that the homework provided by the teachers is

a means of practicing the lesson they have already learned in the classroom. According to them providing homework is not anti-academic activities at school rather it is one of the most important learning practices for developing their language skills. Here, I have summarized the students' perceptions on homework in English Language Learning in table no. 1.

Table 1

Students' perceptions of homework in English Learning

S.N.	Statement	Responses							
		Strongly Agree		Agree		Disagree		Strongly disagree	
		No. of Stu.	%	No. of Stu.	%	No. of Stu.	%	No. of Stu.	%
1.	Best way of revision	17	42.5	23	57.5	-	-	-	-
2.	Autonomous task	15	37.5	16	40	5	12.5	4	10
3.	Monotonous task	5	12.5	7	17.5	18	45	10	25
4.	Aid to next class	15	37.5	25	62.5	-	-	-	-

Table no. 1 vividly states that most of the respondents, i.e. 57.5% agreed that 'Providing homework to the students is the best strategy for the development of their revision skill of previously taught content or topic in the classroom'. The remaining 42.5% of respondents strongly agreed with this statement and none of the respondents disagreed and strongly disagreed with this statement. Similarly, the majority of the students i.e. 62.5% argued that 'assigning homework in the English Language Learning is

the best aid to upcoming class/next class. They said, 'Homework easily connects the students with academic activities of new class and rest of the 37.5% of the students strongly agreed towards this statement and none of the respondents disagreed and strongly disagreed with this statement. Similarly, minority of the students i.e. 12.5% strongly agreed with the statement that 'The homework provided by the teachers is monotonous task' and rest of the 17.5% respondents agreed with this statement. Likewise, 45% of the respondents disagreed and 25% of the respondents strongly disagreed with this statement. In the similar way, 40% of the respondents agreed with the statement that 'Homework is an autonomous task' and 37.5% respondents strongly agreed and another 12.5% disagreed with this statement and rest of the 10% respondents strongly disagreed with this statement. From this data it can be summed up that students' perceptions towards Homework in the English Language Learning was very much positive and it had positive effect in developing language skill.

Role of Homework in developing language skill

To highlight more information about the role of homework in developing English language skill, some questions were put forward to them. In response to those questions, they came up with different responses. The responses put forward by them are presented here in table no. 2 as follows.

Table 2

Role of Homework in developing language skills

S.N.	Statement	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		No. of Stu.	%	No. of Stu.	%	No. of Stu.	%	No. of Stu.	%
1.	Solve writing problem	16	40	20	50	4	10	-	-

2.	Develop vocabulary power	17	42.5	19	47.5	3	7.5	1	2.5
3.	Enrich grammatical knowledge	11	27.5	24	60	3	7.5	2	5
4.	Examine content update	13	32.5	15	37.5	7	17.5	5	12.5
5.	Enhance speaking skills	4	10	10	25	18	45	8	20
6.	Strengthen reading skill	14	35	20	50	3	7.5	3	7.5

The data presented in table no. 2 elicits that 50% respondents agreed doing homework in English Language Learning helps to overcome writing problems of the students. Similarly, 40% of the respondent strongly agreed that homework in ELL played a great role to solve writing problems and a few number of the respondents, i.e. 10% disagreed with this statement. Similarly, 42.5% of respondents strongly agreed that homework in ELL helps students to develop their vocabulary power of the language. Likewise, a little more percentage i.e. 47.5% respondents agreed with this statement and a few number of respondents i.e. 7.5% (i.e. 3 out of 40) disagreed and very less percentage i.e. 2.5% strongly disagreed with the statement that homework helps in enlargement of the vocabulary growth of the student during learning English.

Similarly, more than 27.5% respondents strongly agreed that homework helps students to enlarge their grammatical knowledge of the language and most of the respondents i.e. 60% agreed with this role of homework in English Language Learning. Similarly, 7.5% respondents disagreed and 5% respondents strongly disagreed with this statement or this role of homework in developing grammatical awareness of the students in English Language Learning. Likewise, 32.5% respondents strongly agreed that homework in English Language Learning examines content update of the students, besides that 37.5% respondents agreed with this role of homework in English Language Learning. A few number of the respondents i.e. 17.5% disagreed with this role of homework and a very less percentage i.e. 12.5% (5 out of 40) respondents regarded

totally negative or strongly disagreed with this role of the homework in English Language Learning.

Similarly, 45% of the respondents showed their disagreement in the statement that ‘homework enhance speaking skill of the student in English language learning’. Likewise 20% of the respondents disagreed with the same statement that ‘homework enhance speaking skill of the student in English language learning’. On the other hand, 25% of the respondents positively agreed that homework helps students to enhance their speaking skill during learning English language. Plus 10% of the respondents strongly agreed with this statement. Likewise, 50% of the respondents agreed that homework in English Language Learning strengthens the reading skill of the students and 35% of the respondents showed their positive argument with this statement and strongly agreed with the same statement. But a few percentage of the respondents i.e. 7.5% put forward their opposite argument and disagreed with this role of homework in English Language Learning. Similarly, the same number of the respondents argued and disagreed with the statement that ‘homework in English Language Learning enhance reading skill of the students’ To conclude, the above presented data underlines that major percentage of the students is positive towards the role of homework in developing students over all language skills in English Language Learning.

Parental Support in Homework

Homework is always regarded as a task to be done by the students at home out of the school boundary. But it’s not always the sure thing that all of the students complete it by themselves. So somehow they need help of their parents for the effective completion of homework. However to identify the students’ opinion on completion of homework they were asked whether they need help of their parents to complete homework followed by four alternatives: Strongly agree, agree, disagree and strongly disagree. Their responses are presented in the following table no. 3.

Table 3

Parental Support in Homework

S.N.	Responses	No. of Students	Percentage (%)
1.	Strongly Agree	16	40
2.	Agree	19	47.5
3.	Disagree	3	7.5
4.	Strongly Disagree	2	5
	Total	40	100

The data presented above the table no. 3 shows that 40% of students strongly agreed, and little bit more number of students i.e. 47.5% agreed with the statement completion of homework with the help of parents'. On the side, a few percentage of the respondents i.e. 7.5% (i.e. 3 out of 40) disagreed and the least number of the respondents i.e. 5% found strongly disagreed with this statement. This data shows that majority of the respondents have positive attitude towards the completion of homework with the somehow help of their parents.

Challenges the students face while accomplishing homework

During accomplishing homework there are so many factors which hinder it. The students are supposed to accomplish the assigned homework within allocated time period but sometimes they themselves get stocked while doing it. So that to collect the data about the challenges they have to face while accomplishing the homework in English Language Learning, they were asked "what challenges do they face while accomplishing homework?" Their responses are tabulated and its interpretation is shown in the table no. 4.

Table 4

Challenges faced by students while accomplishing homework

S.N.	Statement	Responses	
		No. of Students	Percentage (%)
1.	The doubt with the content they were taught in class	13	32.5
2.	Unable to identify the homework instructions	12	30
3.	Limited access to the additional learning materials	7	17.5
4.	Insufficient help from the teacher, parents and friends	8	20
	Total	40	100

The above table shows that only 32.5% of respondents had difficulties with the homework when they were not clear about the content they were taught in the classroom. And then 30% of the respondents faced challenges to accomplish homework when the instructions of homework by teachers were unclear to them; likewise, few of them i.e. 17% of the respondents had challenges to deal with homework due to the limited access to additional learning materials. In the same way again 20% respondents felt burden to complete homework if they wouldn't have the help of their teacher, parents and even of their friends. It showed that most of the students find homework as a challenging task to deal with they have doubt with the content that they have been taught in the classroom.

Students' preferences in homework

The statement "Preferences of homework in English Language Learning" means the students expectations regarding homework provided by the teacher in English Language Learning was inquired to them, processed by four alternatives. Their responses are tabulated and its interpretation is conveyed in the table no. 5 as follows.

Table 5

Students' preferences in homework

S.N.	Statement	Responses	
		No. of Students	Percentage (%)
1.	Subjective homework i.e. essay, story etc.	11	27.5
2.	Objective homework i.e. multiple choice....	16	40
3.	Group assignments	8	20
4.	Spoken Practices homework	5	12.5
	Total	40	100

The above table states that, 40% of respondents argued that objective homework like: multiple choice question, fill in the blanks etc. in English Language Learning should be provided, in the same way the 27.5 percentage of the respondents (i.e. 11 students out of 40) argued that subjective homework such as: free writing, should be assigned to them. Likewise, 20% of the respondents, argued that group assignments to them is also entertained and the less number of the students i.e. 12.5% respondents gave their argument on that homework to improve their spoken practice should also be included in the homework list. It shows that most of the students prefer objective kinds of homework as they are easy to deal with and moreover they don't have to consult many additional learning materials.

Students' Experience in Homework

Dealing with homework is not the equal experience for all of the students, and it has various impacts on them as some of them find homework as a load and at the same time other find it as a mean of practicing what they been taught in class. To collect the

perception of the students on homework experience, they were provided four alternatives. Their responses are tabulated and its interpretation in the table no. 6.

Table 6

Students' Experience in Homework

S.N.	Statement	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		No. of Stu.	%	No. of Stu.	%	No. of Stu.	%	No. of Stu.	%
1.	Worthwhile experience as it helps in strengthening learning	9	22.5	27	67.5	4	10	-	-
2.	Challenging without help of teacher, parents and friends	5	12.5	7	17.5	16	40	12	30

The above table shows that, respondents were positive towards the statements. It shows that 22.5% of respondents strongly agreed with the statement that homework is a worthwhile experience as it helps in strengthening learning' and the majority of the respondents i.e. 67% agreed with this statement. On another side, 12.5% respondents disagreed and very few 10% respondents disagreed with this statement and none of the

respondents strongly disagreed with the statement. Similarly, 40% respondents showed their disagreement on the opinion that ‘homework is challenging without help of their teachers, parents and friends’. Likewise 30% of the respondents showed strong disagreement on the same statement. On the other hand, a very few respondents, i.e. 17.5% showed their agreed opinion on the statement ‘homework is challenging without help of their teachers, parents and friends’ and a few percentage of the respondents i.e. 12% showed strong agreement on the same statement. To conclude the data, it shows that majority of the students or respondents showed their positive opinion towards the statement ‘Worthwhile experience as it helps in strengthening learning’.

Homework Practices

To gather more information about the practice of homework in English Language Learning in the context of a secondary school in Purbichauki rural municipality Doti Nepal, the following statements were asked to them. The responses made by the respondents presented as follows in the table no. 7.

Table 7

Homework Practices

S.N.	Statement	Responses							
		Strongly Agree		Agree		Disagree		Strongly disagree	
		No. of Stu.	%	No. of Stu.	%	No. of Stu.	%	No. of Stu.	%
1.	Every day individual homework	16	40	20	50	4	10	-	-
2.	Utilization of time	17	42.5	23	57.5	-	-	-	-
3.	Encouragement to the	8	20	16	40	11	27.5	5	12.5

	students to enhance learning capacity								
4.	Learning backup/aid	9	22.5	18	45	7	17.5	6	15

To analyze the aforementioned data about the practice of homework in English Language in in the context of a secondary school in purbichauki rural municipality Doti Nepal, the first statement 'Every day individual homework ' was asked to them. Regarding this statement, out of 40, sixteen respondents i.e. 40% strongly agreed with this statement. In the same way out of the 40, twenty respondents, i.e. 50% agreed and only 10% disagreed, or they did not want every day individual homework. It shows that majority of the respondents go with every day individual homework. Similarly, they were asked whether the 'homework is utilization of time' in English Language Learning. About this statement majority of the respondents i.e. 57.5% agreed and 42.5% of the respondents strongly agreed with the statement and one of the students put forward their disagreement regarding the statement. Similarly it shows that 40% of respondents agreed that 'homework is a means of encouragement to the students for enhancing learning capacity' likewise, 20% of the respondents strongly agreed with the same statement. At the same time, few numbers of the respondents opinioned little differently so that 27.5% of the respondents disagreed with the statement and 12.5% of the respondents strongly disagreed with the same statement.

Likewise, the statement 'homework as a learning backup/aid' was asked to them. On this statement 22.5% of respondents strongly agreed, more than 45% agreed and 17.5% disagreed with the statement. It shows that most of the respondent take homework as a learning backup or aid that means the students don't take it as much burden, Similarly, most of the respondents argued homework is the best way of utilization of time and it is supposed to provide them for the best use of leisure time after school. To conclude the above data, the majority of the respondents showed their positive argument towards various statements towards the practice of homework in English Language

Learning in the context of a secondary school in Purbichauki rural municipality Doti Nepal.

Homework as a means of building rapport

Homework in English language learning is a way of practicing and strengthening various language skills such as: speaking, listening, reading and writing. It makes a close relation among a teacher, students and parents. Here is a statement given to the students is 'Homework in English Language Learning as a both way act between teachers and students' with the four alternatives. The responses came from respondents are tabulated and its interpretation given in the table no. 8.

Table 8

Homework as a means of building rapport

S.N.	Responses	No. of Students	Percentage (%)
1.	Strongly Agree	9	22.5
2.	Agree	27	67.5
3.	Disagree	4	10
4.	Strongly Disagree	-	-
	Total	40	100

The above table shows that most of the respondents agreed with the statement homework in English Language Learning as a both way act between teacher and students'. Here, 22% respondents strongly agreed, the majority of the respondents i.e. 67.5% agreed and 10% disagreed with this statement. None of them were strongly disagreed with this statement. So, the data shows that homework in English Language Learning as a both way act between teacher and students. It helps a teacher to understand the level of students and it helps the students to enhance the language capacity of them.

Analysis of qualitative data

Qualitative data collection is exploratory; it involves in-depth analysis and research. It mainly focused on gaining insights, reasoning, and motivations; hence we go deeper in terms of research. It is about the emotions or perceptions of people what they feel or think. For the collection of qualitative data I made eight open ended questions. The analysis of qualitative data is thematically presented below:

Impacts of homework in English language learning

Every academic tasks has impacts in learning; impacts can be both positive and negative. Positive impacts create benefits whereas negative impacts create challenges in learning. Benefits here refer to the positive impacts or advantages of something in present situation likewise challenges mean something new and complicated which requires more effort and determination to achieve. So that the benefits and challenges of homework has been provided by the teachers and done by the students are thematized here in detail.

Beneficiary impacts of homework

To get more information about students' perception on homework in English Language Learning, the question "What are the benefits of homework?" was asked to them. According to the responses provided by them, many benefits can be derived from daily homework completion after school. It means most of the students reported that students are benefited by doing homework every day. It helps student to revise and recall their previous learning through every day practice. They can also learn how to manage time and study subject matter properly. Homework in English language learning promotes the workaholic quality/habit of the students as they have to deal with reading and writing exercise i.e. homework at home. One of the respondents viewed that, *"homework in ELL guides us to write with correct guidance and leads us to the right way*

of internalizing exact mechanism of language". It helps us on deep understanding of the content because we have to pass through the teachers' proper feedback and instructions after completing homework every day. They can be disciplined and academic cultured students with the help of it. One of the respondents thought that, *"practice of homework in English language Learning provides benefits for students. It helped students to develop personal abilities, like self-evaluation, self-analysis, and establishing strong base for correct mechanism of the language"*. Furthermore, it also helps student to foster his/her academic strength of the person in his/her academic journey. Similarly, the following respondent mentioned, *"Students can transfer their understanding of language into written documents and bring out them with strong language skills"*. It develops the students' self-confidence and provides them with tricky ideas in dealing with the assignments provided by their teacher for their further practice at home. Similarly, it also helps the learner to remark the research skills, cooperative attitude, and seriousness on their academic responsibility. To analyze this, it helps to develop students various language skills and critical thinking ability while dealing with homework and especially it assists them to develop their habit in academic activities even out of the boundaries of school. In the same way, some students viewed that, students can keep up-to-date themselves with every day learning activities by engaging themselves in homework at home. It also develops students' creativity and it becomes the base for students' personal development. From these above mentioned responses, it can be said that, most of the students are benefited by homework in English Language Learning as follows:

- Enhance writing skill
- Develop time management skill of the students
- It helps to find out the weaknesses and strengths of the students as homework build up self-studying habit on them
- Motivate to the students for positive attitude towards their academic responsibility
- Reflect our experiences and thoughts
- To improve overall skill and aspect

- It helps to build up good rapport between teachers and students academically
- It helps to recall and memorize the vocabulary and new words and phrase and language structures
- It helps the guardians to be up-to-date with their children' academic performance
- It provides opportunity to the students for the revision of already taught content
- It fosters positive attitude of the students towards learning every day
- Helps to utilize the time and effort with good learning spirit
- Helps to minimize the errors and mistake as they get feedback and guidance from the teachers
- Helps to understand the in-depth knowledge of the topic taught in classroom

By observing the aforementioned ideas, I came to the conclusion that most of the respondents thought that students can be benefited in several ways by practicing the homework in English Language Learning. They thought that it was beneficial for students but still they were having some of the challenges while doing it every day. I found that it helps students to create an autonomous learning habits, to boost up their knowledge about the topic as well as build a good rapport with the teachers and class friends. In conclusion, practice of homework in English Language Learning helps students to resolve the problems occurred in front of them while going through academic exercise i.e. homework. So, all the students were directly or indirectly benefited by the homework that they have been provided and practicing.

Challenges while dealing homework

Usually the students of secondary level do not find homework as a fun part of the English language learning for several reason. Specifically the trend of homework at a school located in remote area is quite challenging. To obtain the information from students' about their perceptions in homework in English Language Learning, the question "What are the difficulties you faced on dealing with the homework assigned by your teacher?" was asked to them. While analyzing the responses, most of the students

have mentioned that lack of proper clearance of the content that they were previously taught, quantity of homework on every day basis, difficulties with homework instructions due to language barriers, limited access to the additional learning materials, self-confidence and motivation of themselves, lack proper feedback and convincing guidance of the teacher and parents and so on are the main difficulties while dealing with homework every day. Regarding this, one of the respondents said, *"Lack of self-confidence while dealing with homework in English Language Learning"* is the main difficulty for her. Similarly, the next respondent mentioned, *"Lack of grammatical and vocabulary knowledge to deal with homework is another difficulty"*. They are not used to with self-study, research, analysis and evaluation of their own homework which they are supposed to accomplish by themselves too. Another notable view mentioned by the next respondent is, *"it is because of the less attention given by the teacher towards correction of mistakes committed by the students while doing it"*. Besides that the next respondents wrote, *"The main difficulty is laziness of themselves and less support from their guardians"*. It means lack of readiness of the students and responsive behavior of the teacher and guardians. To talk about the difficulties faced by students to deal with homework, most of the respondents were almost clear about the hindrances in academic exercise i.e. homework such as what do they have opinion about it? What challenges do they normally have to face? And so on. One of the respondents said, *"He wanted to complete his homework every day by himself but he felt difficult due to the lack of content clearance, enough knowledge of English language, homework overload and so on"*. It shows that, the students wish to do homework assigned by their teacher but there are some certain reason due to what they cannot go through homework smoothly especially in English language learning. Another respondents state that, *"She usually lost the encouragement to complete homework as the teacher skipped checking it in the classroom sometime"*. It shows that students feel difficulties and discouragement when the teachers don't show deep concern to give the feedback and guidance after checking homework every day. In the same way, the most common challenges the students face while doing homework are clarity of the content, proper comprehension of homework

instructions, overload of homework, limited access to the additional learning materials and so on.

The students have stated other several difficulties and challenges that are responsible for homework being left undone in English language Learning. Their responses are summarized and presented below:

- Lack of self-confidence, vocabulary and grammatical mechanism
- Lack of sufficient materials, supervision, guidance and daily feedback of the teacher,
- They have not enough access to the learning material apart from textbooks
- Lack of guardians and friends' help in homework
- Hindrance of their first language in English Language Learning
- Lack of proper knowledge, practice
- Unable to comprehend the instructions of homework
- Lack of positive encouragement to deal with homework

On the basis of responses above, it is quite clear that the students have certainly faced a number of challenges while going through homework at home. Most of the challenges have come up due to lack of practice and clear understanding of English language itself. To conclude this, there is no proper check and balance among students, teacher and guardians while dealing with homework in English language learning.

As it is obvious that homework is a supplementary act of academic course and it can be practiced for the students' learning betterment at home and school. It establishes students learning habits in many ways and encourages them for their excellent achievement in academic activities. At the same time, homework does not only provide the students with opportunity to learn but also become the reason behind many of the

students' academic burden sometimes. It may arouse fear of going to school, taking part in learning activities regularly, building good rapport with the teachers and many other consequences if the students do not complete their homework by many reasons which will certainly affect on the entire learning mentality and motivation of students. Thus, to gather information/data on how the homework in English Language Learning is taken by the students. For this purpose one of the respondents was asked, "Does homework help or hinder you during learning English Language?" *'Homework helps me in the revision of my previous class but it's monotonous to go through all the assignment sometimes'* replied one of the respondents. Likewise, another respondent said, *"I need somebody around me while doing homework at home sometimes and I expect teachers to check homework and provide guidance to correct the mistakes."* It vividly stated that homework can either be an opportunity or burden to the students. For example; if they get some shorts of assistance from guardians or fellow friend and encouraging feedback from their teachers the homework seems to be stepping stone towards zenith of their learning journey else or, homework can play role for the sophophobia i.e. the fear of learning of the students. Another view put forward by next respondent was that *'homework always alerts me to be committed towards by task at home after school.'* It indicates that homework holds students hand to some extent in order to construct their habits of learning by themselves. Besides that, one more respondent added, *'Homework boosts up my language knowledge as it is an additional exercise to be done till the next class.'* The quoted statement showed that homework in ELL has been a means of getting reading for the upcoming class where students hook up the continuous chain of English language learning.

Summarizing the responses aforementioned it can be opined that additional exercise provided by the teachers aiming to develop over all language skills of the students has become one of the major opportunities for them to be involved in academic activities at home and school in order to construct their learning habits. On the other hand, it can also be added that if the students do not get proper guidelines and back up

with positive instruction from their teachers or guardians while doing it, it can be proven in a wrong way to them and can hinder to some extent in their learning.

Practice of homework in English Language Learning at secondary school of Purbichauki Rural Municipality Doti Nepal

To talk about the practice of homework in English language learning, the questions, "Is homework provided every day? How has it been practiced?" were asked to the students and teachers. While analyzing the data most of the students mentioned that homework in English language learning is practiced at our school every day. Majority of the students argues that *"doing homework at home in terms of managing leisure time for the academic purpose taken as a practice of previous topic taught in the classroom"*. To support this statement, one of the students mentioned that *"writing homework is practiced for developing writing skill. It has been practiced as a classroom assignment, self-reflection and an extra adventure for further learning spirit"* but the next respondent disagree with this argument, and he argues that, *"homework is not practiced only for school task. It has been practiced for keeping the students up-to-date with every day learning"*. But sometimes it seems that, the practice of homework is only for formality, not for improvement of students all round skill of language if this process is not followed up with teachers' proper feedback. Most of the respondents i.e. the students of class ten practicing homework in English Language Learning argue that *"homework that is provided by the teacher should be checked and should be provided with supportive feedback which helps the students to developing their mandatory language skills automatically"*. It also makes a regular habit of writing practice.

Dealing with homework every day in English Language Learning helps to practice for developing not only writing skill of the students but also their skill to cope up with

various academic challenging. It helps them to keep record of their everyday academic tasks as well as it keeps record of what extent they have been improving their learning outcomes associated with previous content and especially for the preparation of up next lesson. One of the respondents wrote that, *"It is (i.e. homework) a practice for developing their self-confidence regarding English Language Learning"*. Homework accomplishment can facilitate students to express feelings regarding their educational experiences. Likewise, it was asked to teachers that, *"What kinds of homework do you provide to the students in English Language Learning?"* they responded that the most of the time they follow the same instruction and pattern of homework as it is followed by the textbook and sometimes they provide homework for group work, project work etc. To conclude the above mentioned data, homework in English Language Learning is practicing at school level as an assignment by both students and teachers. It has been practiced from school level to university level.

Results

Being based on the analysis and interpretation of the data, the following results have been highlighted.

1. It was found that the informants who participated in this study agreed that dealing with homework in English language Learning is a very useful and essential task in developing language skills of the students.
2. Students had positive attitude and perceptions towards homework. They thought that it was ultimately mandatory activity to strengthen their learning habit.
3. It was found that the students have positive view towards the role of homework in English Learning.
4. It was found that students opined that every day homework helps student to grow them academically and personally.

5. This study found that majority of the respondents thought that homework is self-observation, self-awareness and self-evaluation of their academic activity as they have been practicing as a part of academic chain.
6. Majority of the students said that there is not any effective impact of homework in English Learning if it is not followed up with positive feedback of the teachers.
7. More than 82% of students opined that homework is applicable in English Language Learning context to develop their skills.
8. Majority of the students i.e. 95% opined that homework/assignment should be provided to the students to encourage them in learning various mechanism of English Language.
9. This study found that most of the students i.e. 90% respondent of this study agreed with the view that homework helps to solve the writing and learning problems of English language learning students.
10. Most of the students viewed that they faced various challenges and difficulties when they begin to solve the homework for their further academic act. So there should be such mechanisms from administration body, policymaker and experienced teacher also need to help to overcome those challenges and difficulties.
11. It was found that the informants thought that students can be benefited in several ways by practicing homework every day. They further said writing homework in English Language Learning is beneficial for students' academic development.
12. It was found that homework is practiced as a classroom assignment in English language learning context. Respondent further opined that it should be practiced as a compulsory task to be done on every day basis.
13. Homework in English learning language works as feedback source for the students from the teachers which helps to students improving their skills on use of vocabulary, sentence formation, time management, critical thinking and so on. It makes learner to be independent in English language learning.

From the overall findings of the study, I found that homework in English Language Learning is considered as a very effective means of developing various language skills, but there are still so many challenges to be met for the effective implication of homework in English Language Learning context.

Chapter V

Conclusion and Recommendations

This chapter concludes my study which I have drawn from chapter One to Four. Based on the analysis and interpretation of results, the findings of the study were derived. More especially this chapter consist conclusion and recommendation to the policy maker, researcher and practitioner.

Conclusion

This study investigated on how homework in English Language Learning has pedagogically been practiced and its significant role and what are the perceptions, learning achievement of the students at secondary level. The major purpose of the study was to explore the students' perceptions towards homework and teachers' practice in the classroom and to identify the difficulties and benefits of homework in developing students' language learning skill. On the basis of rigorous analysis and interpretation of the data, I can say that majority of the students were aware of the effective role of homework during learning English language, although they were aware of the important role of homework there were still some challenges to overcome. Though there was absence of different mechanism to deal with homework activities of the students and to provide them feedback accordingly, most of the students were positive to write homework as their regular task of academic fulfillment. Almost all of the students have

positive attitudes towards homework for their English Language skill development. In spite of their positive attitude towards it, they said that they had been through various challenges while doing homework at home.

Writing homework every day helps to overcome the weakness comes under English Language Learning and enhancing all-round development. Students provide various reasons for doing homework to develop their language skills because it enhance them academically and personally.

In conclusion, the findings from both quantitative and qualitative data analysis conclude some significant effects of practicing homework in English language learning to develop writing, reading, speaking and listening skills of the students, it is an easy get way to complete their everyday academic targeted task and, enhancing comprehension of the language and expressing their thoughts. First of all student himself/herself should be motivated and committed to accomplish the assignment provided by their teachers, secondly teachers should also provide positive support for the best impact of homework in students' learning outcomes. Otherwise, it is quite challenging to improve students' language learning. Self-derived activities are very beneficial to increase personal skills, as well as academic competences of the student

Recommendations

Keeping in mind the results, discussion and the findings of the research, the recommendations have been categorized into three levels (policy level, practice level and further research) regarding the role of homework and its practice in English Language Learning.

Policy related

To the improvement of situation of English language learning at school level government should be thoughtful of the practices, needs, patterns and importance of

homework in English Language Learning for language development of language skills. Systematic way or practical way of homework should be practiced in the context of Secondary level school. Likewise, some of the policy related recommendations are as follows:

- Homework should be taken as an important part of overall language learning. So the school administration should focus the maximum utilization of homework in teaching and learning activities of English Language Learning.
- Just having positive attitude towards homework is not enough for students' better language preference; instead, the student should be involved in worth full practice of homework.
- School should have grand responsibility for their students' academic and personal development and growth.
- Authority persons (like: teachers, school administrations, guardian) should provide the students with theoretical input, so that students can apply the knowledge practically in their academic task i.e. homework.

For the improvement of quality of education, government and other related education bodies should make strong policies.

Practice related

To find out the role of homework for developing of students' language ability there should be proper collaboration among teachers, students and guardian. Likewise almost all of the students should have positive attitudes towards homework.

The students should be equipped with enough time and opportunities to discuss and learn from their seniors, colleagues and experienced teachers for better achievement dealing with homework for acquiring better language skills. Some practice related recommendations are presented below:

- Students should be provided with the supportive and favorable feedback with the homework done by the students.

- Group assignment, different types of homework patten, regular update with parents about their performance should be applied as major mechanism for better performance of the student in their academic activities.
- All the students should be encouraged for their equal participation in such school activities.
- Good perception only doesn't work. Until and unless the students are motivated and committed themselves towards daring to deal with homework by themselves, so they put their effort for it.
- Teachers should create coordinative environment in students' difficulties to help them with homework.
- Teachers should encourage students by providing tips to develop their reading-habit.

Further research

Since very little research has been carried out in the field of homework in English Language Learning and no research has been carried out on homework in English Language Learning in the Department of English Education so, researchers should be encouraged to carry out further researches in this sector. They can carry out further research in need of homework, practices of homework, students' attitudes towards homework in English Language Learning and also out of this area.

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APPENDIX I

Questionnaire for Respondents

Dear respondents,

This questionnaire has been prepared to complete a research work entitled "**Students' Perception on Homework in English Language Teaching**." The research is being carried out under the supervision of **Head and Reader Dr. Gopal Prasad Pandey, Department of English Education**. This research work aims to explore the perspectives of secondary level students towards Homework in English Language Learning. The true information that you provide will be used only for this research purpose.

Researcher

Ashish Bahadur Khadka
Department of English Education T.U.,
Kirtipur, Kathmandu.

Name:

Semester:

Tick (√) the best alternatives that indicate your response.

Part I (Close ended questionnaire)

1. Homework is good for students' learning.
 a) Agree b) Strongly agree c) Disagree d) Strongly disagree
2. Teachers should assign homework what was taught in previous class with clear instructions.
 a) Agree b) Strongly agree c) Disagree d) Strongly disagree
3. Homework should be provided to the student every day.
 a) Agree b) Strongly agree c) Disagree d) Strongly disagree
4. Due to the lack of vocabulary power, it's difficult to complete English homework.
 a) Agree b) Strongly agree c) Disagree d) Strongly disagree
5. Homework doesn't help in students' learning.
 a) Agree b) Strongly agree c) Disagree d) Strongly disagree
6. If the teachers do not check homework, I don't do it next day.
 a) Agree b) Strongly agree c) Disagree d) Strongly disagree
7. I enjoy doing homework with the help of my parents.
 a) Agree b) Strongly agree c) Disagree d) Strongly disagree
8. I enjoy speaking homework in English Language Learning class the most.
 a) Agree b) Strongly agree c) Disagree d) Strongly disagree
9. I wish my teacher would assign me more free writing homework in English Language Learning class.
 a) Agree b) Strongly agree c) Disagree d) Strongly disagree
10. Homework really helps in English Language Learning.
 a) Agree b) Strongly agree c) Disagree d) Strongly disagree
11. Teachers' supportive behavior encourages me doing homework every day.

- a) Agree b) Strongly agree c) Disagree d) Strongly disagree
12. The provision of regular reward for the student who does homework has positive impact in homework completion.
- a) Agree b) Strongly agree c) Disagree d) Strongly disagree
13. Students should do English subject homework forcefully.
- a) Agree b) Strongly agree c) Disagree d) Strongly disagree
14. I usually can't complete English subject's homework when it's difficult to understand the instructions.
- a) Agree b) Strongly agree c) Disagree d) Strongly disagree
15. I always complete my English homework.
- a) Agree b) Strongly agree c) Disagree d) Strongly disagree
16. It's easy to do assigned homework when I understand previous class properly.
- a) Agree b) Strongly agree c) Disagree d) Strongly disagree
17. Only written homework should be provided to strengthen English Language.
- a) Agree b) Strongly agree c) Disagree d) Strongly disagree
18. More homework should be provided in English subject to enrich English language.
- a) Agree b) Strongly agree c) Disagree d) Strongly disagree
19. Similar homework should not be provided to all of the students of the same class.
- a) Agree b) Strongly agree c) Disagree d) Strongly disagree
20. More grammatical exercises should be assigned than spoken and listening for the betterment of English Language.
- a) Agree b) Strongly agree c) Disagree d) Strongly disagree

Part II (Open ended Questionnaire)

You are humbly requested to provide the response in your own words.

1. What are the benefits of everyday homework?

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2. What kinds of homework help the most to improve your English Language?

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3. Do you think that the teacher should provide homework every day in English Language Learning classroom?

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4. What kinds of challenges do you often face while solving the English subject's homework?

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5. Do you think only reading and writing is homework? Why? Why not?

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6. How does homework prepare students for the next day classroom activities?

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7. Has English homework ever been the reason behind your fear of learning English?
How?

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8. Are there any reasons behind not understanding assigned English homework in
English Language Learning classroom? What are they?

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Researcher

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Name: Tanki Khadka

Class: Ten

Tick (✓) the best alternatives that indicate your response.

Part I (Close ended questionnaire)

1. Homework is good for students' learning.
a) Agree b) Strongly agree c) Disagree d) Strongly disagree
2. Teachers should assign homework what was taught in previous class with clear instructions.
a) Agree b) Strongly agree c) Disagree d) Strongly disagree
3. Homework should be provided to the student every day.
a) Agree b) Strongly agree c) Disagree d) Strongly disagree
4. Due to the lack of vocabulary power, it's difficult to complete English homework.
 a) Agree b) Strongly agree c) Disagree d) Strongly disagree
5. Homework doesn't help in students' learning.

10. Homework really helps in English Language Learning.

- a) Agree b) Strongly agree c) Disagree d) Strongly disagree

11. Teachers' supportive behavior encourages me doing homework every day.

- a) Agree b) Strongly agree c) Disagree d) Strongly disagree

12. The provision of regular reward for the student who does homework has positive impact in homework completion.

- a) Agree b) Strongly agree c) Disagree d) Strongly disagree

13. Students should do English subject homework forcefully.

- a) Agree b) Strongly agree c) Disagree d) Strongly disagree

14. I usually can't complete English subject's homework when it's difficult to understand the instructions.

- a) Agree b) Strongly agree c) Disagree d) Strongly disagree

15. I always complete my English homework.

- a) Agree b) Strongly agree c) Disagree d) Strongly disagree

16. It's easy to do assigned homework when I understand previous class properly.

- a) Agree b) Strongly agree c) Disagree d) Strongly disagree

Part II (Open ended Questionnaire)

You are humbly requested to provide the response in your own words.

1. What are the benefits of everyday homework?

It is help to practise our learning everyday and it also help to find our mistakes and correct it.

2. What kinds of homework help the most to improve your English Language?

Sometime multiple choice questions and
Sometime free writing and also
speaking practise also help.

3. Do you think that the teacher should provide homework every day in English Language Learning classroom?

Yes it is good sometime because it helps students to keep them busy with their learning activities. And they develop habit to use time.

6. How does homework prepare students for the next day classroom activities?

Everybody do homework everyday and teacher check which is help we to be ready for next class.

7. Has English homework ever been the reason behind your fear of learning English? How?

Sometime yes because I don't know much english and teacher don't give clear understanding about homework.

8. Are there any reasons behind not understanding assigned English homework in English Language Learning classroom? What are they?

First of all I don't understand homework, then I don't understand yesterday class. And sometime teacher don't check homework so these are reason.

Researcher

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Name:

Rasan Bagati

Class:

10 (ten)

Tick (✓) the best alternatives that indicate your response.

Part I (Close ended questionnaire)

1. Homework is good for students' learning.

 a) Agree b) Strongly agree c) Disagree d) Strongly disagree

2. Teachers should assign homework what was taught in previous class with clear instructions.

 a) Agree b) Strongly agree c) Disagree d) Strongly disagree

3. Homework should be provided to the student every day.

 a) Agree b) Strongly agree c) Disagree d) Strongly disagree

4. Due to the lack of vocabulary power, it's difficult to complete English homework.

 a) Agree b) Strongly agree c) Disagree d) Strongly disagree

5. Homework doesn't help in students' learning.

 a) Agree b) Strongly agree c) Disagree d) Strongly disagree

10. Homework really helps in English Language Learning.

- a) Agree b) Strongly agree c) Disagree d) Strongly disagree

11. Teachers' supportive behavior encourages me doing homework every day.

- a) Agree b) Strongly agree c) Disagree d) Strongly disagree

12. The provision of regular reward for the student who does homework has positive impact in homework completion.

- a) Agree b) Strongly agree c) Disagree d) Strongly disagree

13. Students should do English subject homework forcefully.

- a) Agree b) Strongly agree c) Disagree d) Strongly disagree

14. I usually can't complete English subject's homework when it's difficult to understand the instructions.

- a) Agree b) Strongly agree c) Disagree d) Strongly disagree

15. I always complete my English homework.

- a) Agree b) Strongly agree c) Disagree d) Strongly disagree

16. It's easy to do assigned homework when I understand previous class properly.

- a) Agree b) Strongly agree c) Disagree d) Strongly disagree

Part II (Open ended Questionnaire)

You are humbly requested to provide the response in your own words.

1. What are the benefits of everyday homework?

Homework helps students to practice their previous lesson and keep up-to-date with the next class. It also develop learning habit of student.

2. What kinds of homework help the most to improve your English Language?

Homework with clear instruction and writing help the most to improve English language.

3. Do you think that the teacher should provide homework every day in English Language Learning classroom?

Teacher provide homework everyday which is not easy for me sometime because many homework everyday so that work load.

6. How does homework prepare students for the next day classroom activities?

We do homework every day that helps us to be prepared and confident with learning.

7. Has English homework ever been the reason behind your fear of learning English? How?

Yes, sometime it is very difficult to do English homework because I don't know vocabulary, no understanding paragraph etc.

8. Are there any reasons behind not understanding assigned English homework in English Language Learning classroom? What are they?

I don't understand homework sometime because of no more word-meaning knowledge, not understanding yesterday class and so on.

