

STUDENTS' VOICES ON HOMEWORK

2021

– PRATIGYA KULUNG

431 (S)

STUDENTS' VOICES ON HOMEWORK

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

**Submitted by
Pratigya Kulung**

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

2021

STUDENTS' VOICES ON HOMEWORK

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

**Submitted by
Pratigya Kulung**

**Faculty of Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal
2021**

**T.U. Regd. No.: 9-2-0001-0190-2012
Fourth Semester Examination
Roll No.: 7228582/073**

**Date of Approval of
Thesis Proposals: 15/04/2019
Date of Submission: 06/01/2021**

Recommendation for Acceptance

This is to certify that **Pratigya Kulung** has prepared the thesis entitled "**Students' Voices on Homework**" under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 04/01/2021

.....

Mr. Bhim Prasad Wasti (Supervisor)

Reader

Department of English Education

Tribhuvan University, Kirtipur

Recommendation for Evaluation

This thesis has been recommended for evaluation from the following
Research Guidance Committee.

Signature

Dr. Gopal Prasad Pandey

.....

Reader and Head

Chairperson

Department English Education

Tribhuvan University, Kirtipur

Mr. Bhim Prasad Wasti (Supervisor)

.....

Reader

Member

Department of English Education

Tribhuvan University, Kirtipur

Mr. Jagadish Paudel

.....

Lecturer

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 15/04/2019

Evaluation and Approval

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee**.

Signature

Dr. Gopal Prasad Pandey

.....

Reader and Head

Chairperson

Department English Education

Tribhuvan University, Kirtipur

Prof. Dr. Rishi Ram Rijal

.....

Mahendra Ratna Campus

Expert

Tahachal, Kathmandu

Mr. Bhim Prasad Wasti (Supervisor)

.....

Reader

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 03/03/2021

Declaration

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

Date: 03/01/2021

.....

Pratigya Kulung

Dedication

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

Acknowledgements

I would like to express my sincere gratitude to my thesis supervisor **Mr. Bhim Prasad Wasti**, Reader, Department of English Education, Tribhuvan University. His guidance, constructive suggestions, cooperation, constant encouragement and kind support is respectful for my research journey.

I would like to express my sincere gratitude to **Dr. Gopal Prasad Pandey** Reader and Head of Department English Education Tribhuvan University and **Mr. Jagadish Paudel** Lecturer at Department of English Education Tribhuvan University. I am also very grateful to my external examiner **Prof. Dr. Rishi Ram Rijal**, for providing me valuable suggestions with prominent cooperation and invaluable instruction during the period of my viva.

Similarly, I am highly indebted to administrators and students of selected schools of Illam district who provided me their valuable time and with the authentic data to accomplish this study.

I owe a debt of profound gratitude to **Mr. Yam Bahadur Kulung** and **Mr. Indra Kulung** for their inspiration and support. I duly acknowledge to the authors whose ideas are borrowed and cited in this study.

Pratigya Kulung

Abstract

The main objectives of this 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.

This thesis includes five chapters. The first chapter deals with the general background, statement of the problem, rationale of the study, objectives of the study, research questions, delimitations of the study and operational definitions of the key terms. The second chapter includes the review of the theoretical and empirical literatures and conceptual framework of the study. Similarly, the third chapter deals with methods and procedures which include design and method of the study, population, sample and sampling procedure, source of data, data collection procedures, data analysis and interpretation procedures and ethical consideration of the study. Likewise, the fourth chapter deals with analysis and interpretation of results. And the fifth chapter presents

findings based on the analysis and interpretation of the data, conclusion derived from the findings and recommendations. This chapter is also followed by references and appendices.

Table of Contents

	Page No.
<i>Declaration</i>	<i>iv</i>
<i>Recommendation for Acceptance</i>	<i>i</i>
<i>Recommendation for Evaluation</i>	<i>ii</i>
<i>Evaluation and Approval</i>	<i>iii</i>
<i>Dedication</i>	<i>iv</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xi</i>
Chapter I: Introduction	1-6
Background of the Study	1
Statement of Problem	3
Rationale of the Study	4
Objectives of the Study	5
Research Questions	5
Delimitations of the Study	5
Operational Definition of Key Terms	6
Chapter II: Review of the Related Literature and Conceptual Framework	7-29
Review of Related Theoretical Literature	7
History of Homework	7
Types of Homework	14
Time Spent of Homework	15
Parental Supervision	16
Purpose and Benefits of Homework	17
Students' Perception Regarding Homework	20
Review of Empirical Literature	21
Implication of Review for the Study	26
Conceptual Framework	29

Chapter III: Methods and Procedures of the Study	30-34
Design and the Method of the Study	30
Sources of Data	32
Primary Sources	32
Secondary Sources	32
Population and Sampling Procedure	32
Data Collection Tools	33
Data Collection Procedure	33
Data Analysis and Interpretation Procedure	33
Ethical Consideration	34
Chapter IV: Results and Discussion	35-54
Analysis of Data and Interpretation of the Results	35
Impact of Homework in Learning Achievement	35
Preferred English Homework Assignment	37
Parents Monitoring	39
Time Spent on Homework	40
Satisfaction on Homework	42
Teacher's Feedback on Homework to Students	44
Students Views on Homework	45
Pros and Cons of English Homework	45
Types of Homework	48
Time Required in Completing Homework	49
Importance of Teacher's Feedback	50
Results	52
Chapter IV: Conclusions and Implications	55-58
Conclusion	55
Recommendation	56
Policy Related Recommendation	56
Practice Related Recommendation	57
Recommendation for Future Research	58
References	
Appendices	

List of Tables

	Page No.
Table 1: Impact of Homework in Learning Achievement	36
Table 2: Preferred English Homework Assignment	38
Table 3: Parents Monitoring	39
Table 4: Time Spent on Homework	41
Table 5: Satisfaction on Homework	43
Table 6: Teacher's Feedback on Homework to Students	44

Chapter I

Introduction

This study entitled "Students' voices on Homework" attempts to examine the current patterns of homework and some possibilities for change in the traditional practices based on students' interest. It includes background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, delimitations of the study and operational definition of the key terms.

Background of the Study

Homework refers to a set of tasks assigned to students by their teachers to be completed outside the class or at home. It includes essay writings, answering questions, drawing pictures, journal writings, project works, practical or experiment writing, pair or group works and many more. It is an important factor that improves students' academic achievement as well as their individual developments. Homework has historically been an acceptable means to have students practice skills development and read new material to discuss in class. Homework is a widespread educational activity that has been long as an important part of the teaching and learning (Xu and Wu, 2013). Homework is an important tool to increase students' achievement and to engage them in teaching learning activities. The main reason behind homework is to prepare students for their exams, tests and to reinforce what is being taught them in the classroom, it increases the learning capabilities of students. Similarly, it also enables parents to engage actively in their child's education. It has a triangular relationship between students, teachers and parents. Students spend hours doing it and teachers spend hours checking it. Homework is something as burden to teachers and as well as students but still it is necessary (Hong, Wan & Pang, 2011). There are some researchers as Cooper (1989), Marzano & Pickering (2007), Hong, Wan & Pang (2011) who doubt about homework's

effectiveness, but majority of teachers and researchers as Cooper, Robinson & Patall (2006), Ilgar & Ilgar (2012), Wallinger (2000) have agreed that homework is essential. Nunan & Richards(2015) states that English homework is useful for the students to retain their knowledge of English and to enable them to continue their language learning even outside the classroom and to increase their exposure to English. Homeworks help students to get better grades at school. Some people are still in confusion about what exactly homework is. Homework is defined as an out of class activity assigned to students by their teacher as an extension or elaboration of classroom work.

Parents, teachers and students sometimes wonder about the usefulness of homework. Though, studies have revealed that the relationship between homework and school achievements have been inclusive (Vatterott 2009). Still researchers agree that homeworks help students to achieve higher grades in school. School that assigned homework frequently showed higher student achievement than schools that assigned little homework (Ravitch 2014). Hence, if teachers carefully plan homework, then, it can play a vital role in learning. It has proven its effectiveness and it is a powerful factor in student performance. But, students should spend enough time on homework, so the subject is reinforced. Amiryousefi (2016) found that usually students spend less than an hour on their homework for each session of the class that they attend, which based on the teachers perspective is not enough and should be more.

Basically, there are two schools of thought regarding homework: homework proponents and homework opponents. For proponents, homework is considered an important vehicle through which students learn better and achieve educational goals faster (Cooper, Robinson, & Patall, 2006, Ilgar and Ilgar 2012, Wallinger 2000). These scholars argue on the benefits of homework, it makes students spend more time on their lessons, which can contribute to their learning progress. Likewise, it involves parents in their children's studies which may encourage them to monitor their children and to be updated about children progress. Furthermore, homework informs teachers

about their students' competence over subject matters, weaknesses and strengths of individual students and to arrange instructional materials, for overall classroom activities accordingly.

In contrast according to Cooper (1989), Marzano & Pickering (2007) homework has some drawbacks. The overload of homework can cause students to lose their interest in the academic materials. They further state that students become physically and emotionally fatigue due to the overload of homework and it increases copying and difference between high and low achievers. From this statement, it is viewed that homework not only have positive impact but also the overload of homework discourage them and harm the students. It increases the problems of copying from their friends and they lose the motivation towards learning which decreases their learning outcomes.

Statement of Problem

Homework assignment can be designed in a way that can provide greater opportunities for meaningful language use and in a way that all language learners can feel their predispositions are addressed at least some of the time (Amiryousefi, 2015b). The purpose of homework is to provide scaffolding in learning and believed that homework enhances knowledge. Homework can be designed and assigned in a certain way where all students' need and interest will be addressed. English homework should not be limited to the activities and exercises available in the textbooks and classroom materials. Nowadays, there are many facilities such as the Internet, the media, and social networking that can provide students with lots of opportunities for authentic and meaningful language use (Richards, 2015).

Homework is taken as a compulsory part of teaching and learning activities. It is seen as a great way to improve independence, initiative, creativity, and individuality of a student. Both teacher and parents believed that the only tool that encourages and increase students learning is homework. They

request teachers to provide more homework so their children may get engaged in learning at their home. However, students' voice/opinion regarding homework has been ignored. Teachers provide homework which is usually based on the text books they rarely assign home work/assignments according to the student's interest of choice and levels. There is a huge gap between the student's interest and the homework that is assigned to the students. There are various techniques and methods to build up students' knowledge and motivate them in learning but students' voice always has been suppressed.

Though, homework is a serious issue but very fewer studies have been conducted in this field in case of Nepal. Most of the studies have focused on teachers' and parents' perception and remaining few studies are about students' perception on homework. The present study is intended to find out what the students' perceptions are on homework and how the homework in English can be made more useful tool for learning English as a foreign language. Therefore, this study stands as a voice of the voiceless students who are struggling from decades. In this context, current homework assignments, types of homework assignments students prefer to have, duration of time students spent on completing homework, importance of homework in learning achievement are the pressing issues of the day regarding perspective of students toward homework. However, they are not often answered through any research study. Taking this into consideration, this study attempts to answer the aforementioned issue.

Rationale of the Study

This study is expected to be helpful for teachers, students, parents as well as for the school administration to gain more insights into the current trend and practices of homework and about the interest and the needs of the students regarding homework. It can be useful for teachers to assign homework based on students' needs and so as to motivate them towards learning. Likewise, this study may help parents and teachers to know the psychological aspect of the

students and at the same time it helps to modify the traditional trends of homework. Furthermore, this study purposes some new techniques that can be applied to motivate the learners. Similarly, this study is helpful for researchers as guideline to conduct further research in this field.

Moreover, this study is expected to provide the teachers, parents and also the students an insight into how they can better grasp the learning process and boost up their performance in English. Especially, it is expected that much benefit would be gained by all the concerned stakeholders from this study. The students would be more benefited in the sense that they are the core of this study.

Objectives of the Study

The specific objectives of this study were follows:

- a) to explore the current patterns of English Homework.
- b) to analyze the gap between patterns of homework assignment and students' interest.
- c) to suggest some pedagogical implications.

Research Questions

- a) What patterns are used as homework assignments?
- b) What types of homework assignments do they prefer to have?
- c) How many hours do they spend on homework assignment?
- d) How homework assignments help in learning achievement?
- e) How parental supervision is important for successful learning?

Delimitations of the Study

All studies have some limitations in terms of time, financial resources, social and human resources. So this study cannot be exceptional. This study was carried out in a small scale: small area (sphere), small samples and short

time. With these constraints, this study, therefore cannot highlight the pros and cons of the issue in questions, however, methods and procedures of a research work have been fully applied in this study. The study had following delimitations:

- a) This study analyzed the voices of grade 8-9 students of Ilam district.
- b) Mixed-method research design is used in this study.
- c) Purposive sampling is used for focus group discussion and random sampling is used for survey to collect data.
- d) Open-ended questions are used as a tool for focused-group discussion and close-ended questionnaire are used as a tool for survey.

Operational Definition of Key Terms

Homework: An assignment or a piece of work given to students to complete outside the regular class period or at home.

Patterns: In this study patterns refers to the types of homework, time spent, frequency, learning achievement and need of parents' involvement to complete homework.

Students' Interest: In this study, students' interest refers to what sort of English homework students prefer to complete. Students' have individual interest and if homework represents their interests, then the homework refers to interesting.

Voices: In this study voice refers to the opinion of students about Homework.

Chapter II

Review of the Related Literature and Conceptual Framework

Literature review of relevant work/documents is a very essential step to develop ideas as well as analytical framework for the study. It provides knowledge, ideas and concepts required to address the issues systematically.

Review of Related Theoretical Literature

One of the most important aspects to help the learners to express their ideas orally or graphically is theoretical knowledge about contents and skills. The more theoretical knowledge about writing skill we have, the more we can express our ideas in written form. So, this chapter aims to provide some theoretical background of the study thematically.

History of Homework. The purpose of education has been defined differently since the time of Plato in ancient Greece. It was defined through different philosophies such as “seeking truths, discovering ways to solve problems, learning to think, or support achievement” (Ozman & Craver, 1981). Pragmatist John Dewey was instrumental in guiding American education philosophical standards. He alleged that education should teach students to learn from experience and form good moral attitudes. By the time America was establishing and defining public school systems, the philosophical idea that school was the work of children emerged. In the late 19th and early 20th centuries, America had a strong “anti-homework” movement, somewhat different to the view of homework today (Eren & Henderson, 2011). Homework today is viewed by some as a vital key to student achievement (Cooper, 1989 & Keith, 1986). In first half of the twentieth century, critics began to question the loss of free time for elementary children. Most negative attention focused on the belief that homework restricted younger children from

physical activity and time outside. In 1998, the American Educational Research Association directed a symposium on homework practices and the latest research about homework. This study focused that students could be either positively or negatively impacted by homework depending upon their individual or family circumstances (Minke, 2017).

The culture of homework and how it has developed over the last 100 years is based on five unexamined beliefs about children and learning. Vatterott (2009) emphasized five beliefs that are based mainly on faith, tradition, and/or moral judgment versus research and facts, these beliefs are:

Belief # 1 The role of the school is to extend learning beyond the classroom.

Belief # 2 Intellectual activity is intrinsically more valuable than nonintellectual activity.

Belief # 3 Homework is teachers' responsibility.

Belief # 4 Lots of homework is assigned for rigorous curriculum.

Belief # 5 Good teachers give homework: good students do their homework.

(pp. 10-13)

Despite the pendulum swing over the last hundred years, pro-homework and anti-homework are not a new issue. Homework trends and attitudes have historically reflected what is going on in society and the educational philosophy at the time. By the change of time views on homework has not remained the same. According to Bennett and Kalish (2006), no matter where the students live (urban, suburban or rural area) or the kind of school kids attend (public or private) more than one-third of the families surveyed and interviewed reported being overwhelmed by homework. But time spent on homework is still considered as another burning issue.

Behaviorist Theory. Behaviourism is a learning theory that studies observable and measurable behavioural changes. B.F Skinner developed this theory from the early theoretical and empirical work of Pavlov and Watsan. It

is associated with classical conditioning theory and the operant conditioning theory of psychology. Skinner suggested that language is a verbal behavior and that there are no any differences between language learning and cycling and typing. Language learning is simply and usually a kind of habit formation through the result of S-S-R (stimulus-response-reinforcement). This theory focuses relationship between behavior and learning environment. Joshi (2014) says,

"It was believed that human beings respond to a stimulus by behaving in a particular way first, if the behavior is reinforced with a reward the chances of that behavior recurring increased but if the behavior is reinforced with a punishment, the likelihood of a particular behavior occurring in future depends on whether that behavior is reinforced (rewarded or punished). (p.89)

Behaviorism views the child as basically going along with the flow of their natural development. Development occurs in a continuous way and children will develop and change their behavior according to their external environment. Learners respond to the environment and the re-inforcement strengthens the response, they imitate and repeat the language that they hear, and when they are reinforced for that response and learning occur (Bhattarai, 2074). Based on this theory learner can learn through repeating, practicing and producing. If their performances are re-inforced with correction, feedback, rewards and encouragement, learning will take place immediately. Here, if the students redo their works at home which they studied at school the form of repeated practice may result in habit formation. And at the same time learners need reinforcement- constant feedback that tells them whether what they are doing are right or wrong.

Cognitive Theory. Cognitive theories of human behavior became popular in the early 1970s and 1980s as a response to behaviorism. Cognitive theories explain the mind as the interaction of mental representations and the

processes that operate on them. Here, learning is through mental processes: understanding, insights, organization, reorganization and perception. Jean Piaget (1986-1980) is known as father of cognitivism. He focused learning depends on mental process and interaction with the environment. Human beings are rationale, active, alert and competent, they do not merely receive information: they also process it (Bhattarai, 2074, p. 38).

Jean Piaget theory of cognitive development suggests that children move through four different stages of mental development. His theory focuses not only on understanding how children acquire knowledge, but also on understanding the nature of intelligence. There are four stages as Piaget mentioned: a. Sensotimotor stage (birth of 2 years), b. Preoperational stage (ages 2-7 years), Concrete operational stage (ages 7-11) and Formal operational stage (ages 12 and up) (Bhattarai, 2074). Pieget believed that children take an active role in the learning process, involving in experiments, making observations and learn about the world. Similarly, Piaget mentioned some processes of learning as: Scheme, Assimilation, Accommodation and Equilibration. As children interact with the world around them, they continually add new knowledge, build upon existing knowledge, and adapt previously held ideas to accommodate new information.

Piaget's theory of cognitive development helps to understand on children's intellectual growth. it also stressed that children were not merely passive recipients of knowledge. Instead, kids are constantly investigating and experimenting as they build their understanding on different areas. Here, based on Cognitive theory teacher can engage students in problem solving tasks. Students gain comprehensive knowledge when they get to interact with real object of environment. Similarly, they find it interesting and add more effort in learning.

English Homework and its Strategies. In many EFL context, learning outside the EFL classroom are limited. In such cases, to develop knowledge on

English students must engage inside the classroom. Through daily practice of the foreign language through homework is a vital role in success in language learning. Learners around the world are given homework to increase their exposure to English, to reinforce and help them retain their English knowledge, and to enable them to continue their language learning even out educational institutions (Wallinger, 2000). English homework is provided with the aim of improvement in language learning and development. Teacher should motivate students in homework assignments through incorporating effective and interesting tasks and activities. Teachers have more responsibility to make homework interesting and meaningful to the students. Harmer (2008), mentioned some ways to motivate students if they are not encouraged to complete homework;

Ask the students. We can ask the students what they think about homework and get their agreement about how much we should assign homework. We can find out what their interests are, and try to ensure that we set homework tasks which are relevant to them (not only in terms of their interest but also in terms of what they are studying).

Make it fun. Some students think that homework will always be set by the teacher on a Friday afternoon and it will always be the same kind of task (an exercise from a workbook, for example). Such students are much more likely to be engaged if the tasks are varied, and if the teacher tries to make them fun. We can give out homework tasks in envelopes or send them in emails. We can have students do some serious things, yes, but include some slightly crazy tasks too. Homework will then become something that students want to be involved in.

Respect homework. Some teachers have difficulty in working up any enthusiasm for setting and marking homework, and students sense this. It is especially inappropriate if they give homework in on time but the teacher keeps

forgetting to mark it and hand it back. Students need to know that the effort they make in doing the tasks will be reciprocated by the teacher.

Make post-homework productive. Students are unlikely to develop much respect for the teacher's comments if, when marked homework is handed back, they are not encouraged to look at the feedback to see how they might make corrections. Left to their own devices, they may well just glance at the comments – or a grade they have given – before putting the work into some folder, never to be liked at again.

Therefore, not only the types of homework can develop learning but the feedback given to the students also plays the major role. Students are encouraged to look at the feedback to see and make corrections. Teachers should provide enough time to interact with individual students and listen to their opinion regarding English Homework.

Similarly, Minke (2017) mentioned some strategies to make quality homework assignments which fit the need of all students. He suggests some recommendation for implementing best homework practices that improve academic success and motivate students in learning.

Designing Quality Homework Tasks. Designing quality of homework tasks to fit the needs of each individual student. Each homework assignments allow students a choice, opportunity to share information about themselves or their lives, and allow students to create products or presentations that tap emotions or feelings about the subject area (Vatterott, 2007).

Differentiating Homework Tasks. Homework is generally completed individually unless specified in younger grades to require parent involvement. Because most homework is completed individually, motivation is key issue to differentiating homework tasks to ensure students can be academically successful. (Vatterott, 2009).

Moving from Grading to Checking Tasks. Many teachers today believe every assignment needs to be graded. Research shows that as long as students receive adequate feedback on their assignments or tasks, homework grading is not necessarily helpful in academic achievement. Excessive homework and teacher grading can be detrimental to the teacher and students (Schimmer, 2016).

Detailed Plan for Implementing a New Homework Paradigm. Having a detailed plan is a key to success in implementing a new homework shift to a grade level or building. Providing clear expectations and goals will help teachers, parents and administrators all get on the “same page”. A descriptive plan from the new paradigm for homework from (Shimmer, 2016; Vatterott, 2009) will be used to help guide and design a plan to ensure proper homework amounts and what quality is best for student success in our school.

Staff Development/Training. In a true homework shift from traditional to new paradigm, staff needs to see and feel the value of change in their teaching and students in achievement. There are several researchers who support the “no- homework” policy others who see the importance of homework. If homework is assigned appropriate using the new paradigm shift based on quality, student choice, opportunity to share information about themselves or their lives and how the homework tasks relate to them, and allow students to create products or presentations that tap emotions or feelings about the subject area, teachers and students will see the value of implementing new homework philosophies.

Therefore, while assigning homework teacher need to be considered on quality of homework that fit the need of all students and students’ should get immediate feedback after their homework evaluation. The most significant change should be, spending more time for discussing on homework in classroom and individual or group feedback if required.

Types of Homework. Types of homework are equally essential in effective learning outcomes. It changes with depending on how homework is defined and understood in a specific period of time. It is equally essential that school administration to revise homework and critically evaluate the homework assignments (Kralovec & Buell, 2000). Many school districts have taken the approach of setting specific time restriction, implementing homework-free-weekends and deemphasizing traditional homework (Kuperinsky, 2017). It is responsibility of schools and teachers to recognize if the homework assigned each night meets the expectation of teachers, parents and students or not. Furthermore, many times the main focus for students as well as parents when the topic of homework arise is if the student got the homework assignment done rather than focusing on the understanding, learning and objective of the actual homework assignment (Kuperinsky, 2017).Rosario et al., (2015) mentioned three types of instructional homework purposes: practice, preparation and extension. Teacher can use these practices when assigning homework tasks to promote student engagement and meaningful learning.

Practice homework: It focuses on tasks taught in class to increase speed, demonstrate mastery, review work, study for tests, and retain specific skills over time. Teachers assign practice and preparation homework most often because it can be more convenient and less time consuming. Practice homework is more often used in mathematics and spelling to increase spelling proficiency and fluency in math facts.

Preparation homework. It focuses on preparing students for the next lesson. This type of homework is inherently linked to pre-learning by Vatterott (2009). The homework is designed to encourage students' thinking about a previous homework topic discussed in class and prepare for future topics. Students were able to review the material covered in the future lesson from the textbook and write the main ideas covered in a notebook to help prepare the students for learning. Students would use the textbook to help focus on the next lesson and prepare for what would be covered in the future class lesson.

Extension homework. It focuses on promoting the shift of previous learning to new tasks. Extension homework requires higher level or abstract thinking to occur. Teachers use this form of homework to encourage students to collaborate with peers and be more creative during students' learning. Real-life, hands-on applicable skills are used to complete extension homework tasks. This provides a richer learning experience for students. Rosario et al. noted that homework with a specific purpose of extension (promoting problem-solving skills) is valuable for improving students' achievement.

Types of homework always influence learning achievements directly or indirectly. Indeed, it is important to identify what types of homework assignment is being evaluated in relationship to student achievement. Homework itself is a broad topic, and assignments vary depending on grade level as well as academic subject area.

Time Spent of Homework. One of the more debatable issues in the homework is the amount of time students should spend on homework. The National Education Association (organization of more than 2.7 million teachers and educators) presents guidelines to stipulate no more than 10-20 minutes of homework per night for children to kinder garden through second grade and 30-60 minutes per night in grade third to grade six. Similarly, Cooper, Robinson and Patall (2006) study reported for 12th grades students the optimum amounts of homework lie between 1.5 and 2.5 hours per night, but they cautioned that no hard-and-fast rules are warranted. Good and Brophy (2003 as cited in Marzano & Pickering, (2007) suggested that

Homework must be realistic in length and difficulty given the students' abilities to work independently. Thus, 5 to 10 minutes per subject might be appropriate for 4th grades, where 30-60 minutes might be appropriate for college-bound high school students. (p 53)

Simply assigning homework may not produce the desired effect- in fact; ill-structured homework might even have negative effect on student achievement (Marzano & Pickering, 2007). Teacher must carefully plan and assign homework in a way that maximizes the potential for student success. Hence, homework need to be assigned based on students grade level and teacher need to be considered about too much homework may diminish its effectiveness or even decrease its productiveness.

Parental Supervision. In today's world all parents desire to make their children competent in English language and schools are trying their best to satisfied parents. Parents love to see their children engaging doing assignments so teachers assign homework as a daily basis. But parent's involvement with their children to complete homework can play vital role in learning English. Parental involvement in children's learning is perceived as positively as well negatively (Cooper et al., 2006). An example of negative effect of parental involvement in learning is when parents put pressure on children to complete homework and study well. If a child couldn't perform well, it turns negative reflection of parents. When parents involved completing homework some of them feel confusion due to the instructional techniques, lack of knowledge and skills over subject matters (Gonida & Cortina, 2014). But involvement of parents in required situation builds positive bond and relationship between child and parent and increases confident and communication skills. According to Nunez et al., (2015) mentioned as "parental support has a positive influence on academic achievement whereas control has a negative effect" (p. 40).

Parent involvement (Cooper et al., 2006; Gonida & Cortina,2014) promotes a strong relationship with the students' school and positive communication increases. Parents' demonstration of interest in their child's academic progress also promotes in learning achievements. When students are aware about parent involvement in between home and school, the students provide more effort and higher rate of work completions. According to

Bembenutty (2011), mentioned five roles for parents to play in the homework process:

As a stage manager. Make sure your child has a quite, well-lit place to do homework.

As a motivator. Homework provides a great opportunity for you to tell your child how important school is. The attitude you express about homework will be the attitude of your child.

As a role model. This is especially important for young students. When your child does homework, don't sit and watch TV. If your child is reading, you read too.

As a monitor. Watch your child for signs of failure and frustration. If your child asks for help, provide guidance not answers.

As a mentor. When the teacher asks that you play a role in homework does it. If homework is meant to be done alone, stay away. Homework is a great way for kids to develop independent, lifelong learning skills.

Cooper et al., (2006) review reported a correlation between students who complete homework and better school outcomes. The studies indicated that parent involvement in homework could affect student success by having an impact on homework completion. Therefore, if pupils get help and guideline at home and when their parent shows interest in their works it will give positive impact to them and children will motivate in completing homework and learning English.

Purpose and Benefits of Homework. The main purpose of homework is to raise level of academic achievement. Cooper et al. (2006) noted that the purpose of homework assignments might be academic and non academic. Linking home to school, developing positive attitude towards learning and school, motivation, and improving self-discipline are all mentioned as non-

academic for homework where as academic purpose of homework is to raise achievement. Academic assignments are often a practice of skills, preparation for new learning, or an extension of learning (Hoeke, 2017 p. 22). Regarding on non-academic purpose of homework it has been taken as an issue. Kohn (2006) argued against non-academic benefits. He suggested that because there is no way to measure the non-academic benefits, they should not be used as reasons to assign homework.

Corno and Xu (2004) suggest that a non-academic purpose of homework could be training for future jobs, not in skills but in approach and stamina. As students progress through school, they should be made aware that their job at this stage is to develop a good work ethic. Homework is taken as a job to be completed. Just like a job, the boss is in control and sets the timeframe and acceptable standards. Projects need to be divided into workable units, references and materials must be assembled, and performance earns a reward. While work earns financial rewards and benefits, students in school are awarded with grades. Major difference between work and school are that homework is not typically supervised by the teacher and students are still learning, whereas employees are expected to know how to learn. Through their study of Corno and Xu suggested that teacher should provide right amount of homework and should not be difficult and time-consuming as well teacher need to be aware about parents' involvement. Cooper, Robinson and Patall (2008) as cited in Marzano & Pickering (2007),

With only rare expectations, the relationship between the amount of homework students do and their achievement outcomes found positive and statically significant. Therefore, we think it would not be imprudent, based on the evidence in hand, to conclude that doing homework causes improved academic achievement. (p. 48)

A good homework always provide good impact in learning but inappropriate homework may produce little or no achievement, even it may

affect in achievement. Here, a good teacher needs to be considered to provide productive home assignments which may boost up students learning level. Marzano & Pickering (2007), “perhaps the more important advantage of homework is that it can enhance achievements by extending learning beyond the school day”. (p. 4) while, comparing between with homework students and without homework studies has found a huge different in results. Cooper and colleagues’ (2006) found that the average student in a class in which appropriate homework was assigned would score 23 percentile points higher on tests of the knowledge addressed in that class than the average students in a class in which homework was not assigned. Therefore, these all studies showed the positive accomplishment of homework but teacher must ensure the effective way of using homework. Cooper et al., (2006) mentioned following purpose of homework tasks:

Pre- learning. This type of homework is designed to encourage students to think about a previous topic discussed in class (prior lesson) and prepare for future topics. This includes in-depth lessons such as reading or outlining a chapter prior to a discussion in a class (Rosario et al., 2015; Vatterott, 2009). Pre-learning may be used to discover what students already know and what may excite student’s interest (Vatterott, 2009).

Checking for Understanding. According to Vatterott (2009), checking for understanding is the most neglected use of homework, but is the most valuable way for teachers to gain awareness about what students are learning. An example of how a teacher can check for understanding is by asking students to do a few sample problems in math and explain the steps to the teacher. This strategy is only helpful if teachers know the student completed the work in class with the teacher.

Practicing. Rote skills such as multiplication tables or things to be memorized such as spelling words are considered to be the traditional use of

homework. Many rote skills are necessary for students to practice but teachers need to make sure students understand the concept or skill in class.

Processing. According to Vatterott (2009), processing homework is used when teacher wants students to reflect on concepts being taught in class. This is when teachers ask students to think of new questions and apply the skills and knowledge learned in class. Processing homework is usually a long-term project or task used at the end of a unit or learning target.

Hence, homework has multiple benefits, it is not just limited as a source to support learning achievement but it also used as a tool to evaluate students, get prepared for new lessons, developing memorizing skills and also for critical discussion between students and teacher in classroom.

Students' Perception Regarding Homework. Students' opinion on homework has taken as a debatable issue in contemporary world. Different studies have been conducted and results in students' different opinion on homework. Davidovitch and Yavich (2017) found different views between two schools: religious and secular. When comparing students of two schools, students from religious school expressed no positive feelings towards homework, while students from secular school shared perceived advantages of homework. It was concluded that these students manage to see the full picture and maybe have a slightly more mature view, and so simultaneously grasp both the advantages and disadvantages of homework. National Assessment of Educational Progress (1986) reported that the amount of homework that students do seems to be positively related their reading proficiency but the NAEP data cannot show whether this is because of good students are given more homework or do more homework, or because more homework leads to higher reading achievement.

Hong, Wan and Peng (2011), findings was interpreted as students being more critical of themselves in viewing their homework behaviors, thus self-

rating more negatively. Students were found more critical than their teachers, as they established much achieve goals, but felt that they want not accomplishing them. Similarly, Corno & Xu (2004), compared homework to a job, they states homework as “ a work assigned by a teacher for students to complete on the teacher’s schedule, with the teacher’s requirement in mind” furthermore they added, like a job homework also need well-managed resources as textbooks, internet, space to work, materials and equipments such as calculators, paper or computer and others who cohabit the homework environment. The study revealed that homework needs to be better supervised by parents at home otherwise, students become frustrated with the assignment and themselves. This occurs when children felt they did not understand assignment or the assignments are confusing, hard or long. Hence, to cope of with such problems as fatigue, distraction, disinterest and confusions teachers as well as educators need to be mindful in several arising issues of education, students’ level and interest and parental supervision.

Review of Empirical Literature

In the case of Nepal, very less studies has been carried out on homework. But, there are several foreign studies conducted in this field. Those previous researches work as a foundation for this study and some of them are reviewed below.

Wallinger (2000) carried out a research study on “The role of Homework in Foreign Language Learning”. The purpose of this study was to examine the role of homework in foreign language instruction and learning. The study was conducted through questionnaires, interviews and quantitative analysis of the amount of homework that foreign language teachers assigned their students. Special attention was given to whether or not homework expectations varied according to the type of schedule that was used for instruction. The study result indicates that foreign language teachers at all levels felt strongly that homework is essential to language teaching and

learning. Most teachers assigned homework as means for students to practice material that had already been taught in class. Homework in lower-level classes consisted primarily of rote exercises, whereas homework assignments in upper-level classes allowed students to integrate and apply the language skills they were learning. However, few teachers did more than simply check that the homework completed, placing little emphasis on whether or not the homework had been completed correctly. There was little evidence to indicate that homework either contribute to or detracted from the language-learning process.

Similarly, Carlsson (2009) conducted the study on “Homework for English from the Students’ Perspective”. The purpose of this investigation is to investigate some students’ thoughts and beliefs about homework for English. Qualitative research design is used in this study where interview is selected as a tool for data collection. Eight students of grade nine were selected as participants for the interview where two focus group interviews were conducted at the senior level of a compulsory school in the south of Sweden. From the interviews, results revealed that students believe homework helps to develop their vocabularies and homework is such an issue which is never discussed in the classroom. All students feel stressed because of homework, but a solution to this would be to have extra time in school for doing it. Finally, it seems that homework tasks are not individualized in the English classroom. Therefore, it is suggested that homework should be discussed more widely, and that the different assignments for English are varied and based upon different learning strategies.

Likewise, Chaniotakis, Gregoriadis and Thoidis (2009) carried out a research entitled “Teachers’ Perception about Homework in Full-day School”. The main purpose of this study was to investigate the perceptions of teachers working in full-day schools regarding homework and more specifically the way that homework is perceived and used by teachers in full-day schools. For data collection survey design was used and 260 school teachers were selected as participants. For the collection of the research data a structured questionnaire

was developed consisting 28 items to elicit the teachers' perception concerning homework in full-day schools. Responses were given on a 5 point Likert-type scale, from 1 (*always*) to 5 (*never*). The result shows that the majority of the teacher (95%) have positive attitude towards homework. However, the general impression that arises from recording teachers' perceptions is that teachers can still be characterized as traditional, meaning that they ignore the modern research findings and the theoretical principles that come along with them. Similarly, findings shows 7 out of 10 teachers highlight their lack of proper training and further education concerning homework. Finally, it seems that there is a lot to be done regarding on the one hand the implementation on behalf of the teaching staff of a specific policy concerning homework and on the other hand the cooperation between half- day and full-day teachers.

Similarly, Ilgar and Ilgar (2012) conducted a research on "An Investigation of Teachers' View of Homework Partnership". The objective of this study was to investigate primary school teachers' view of homework and homework partnership in public primary school in Istanbul. The research conducted with 232 (123 male and 109 female) public primary teacher in Istanbul. For data collection, a personal information sheet and a questionnaire developed by the researcher-Homework Partnership Questionnaire (E00A) were used. The personal information sheet included information about teachers' year of experience, age, gender, their view of their relation with students and the time their students spend for homework. Results showed that 40% of teachers have had 16 & above 16 years of experience and 41% of teachers were above 42 years old. All teachers who are participating in the study have assigned homework which needs to spend 30 minutes to 60 minutes (63%), 60 minutes to 90 minutes (25%) and at most 30 minutes (11%). There was no significance difference between male and female teachers' response to questionnaire items therefore, it could be assumed that gender has no effect on assigning homework. While teachers' years of experience increase, their views of homework as communication tool among students decrease. Moreover, the

older teachers are, the less they speak about homework with parents therefore, it could be assumed that older teachers did not consider homework as a tool to communicate with parents.

Similarly, Poudel (2012) carried out a research entitle “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.

Likewise, Ravitch (2014) carried out research on ‘Why homework is good for kids?’ This study found that Asian – American students were more likely to benefit from homework than students from others ethnic groups. It concluded that students who don’t do their homework will not see any increase in their achievement in school. Also, students in the early grades who have not yet learnt how to read are less likely to benefit from homework than students in high school. And students in low income homes are less likely to benefit from homework than those in higher income homes because they are less likely to complete it and less likely to have an adult in the home to help them.

Matei and Clascal (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.

Davidovitch and Yavich (2017) carried out a research entitle "Views of Students, Parents, and Teachers on Homework in Elementary School". The study had three main hypothesis they are: teachers, parents and students do not have congruent views on the aims and effectiveness of homework, differences would found between parents' views of homework by religiously and finally, a negative association will be found between the teacher's years on the job and attitude towards homework assignments such that the more years of experience the more negative their attitude towards homework assignment. The research population consisted of three groups: elementary school students (grades 5-9), the students' and the students' teachers. The sample included a total of 181 respondents where 110 students, 36 parents and 35 teachers. Survey research design was used for the method to collect data. Since, the study included both a closed questionnaire and open-ended questionnaire to collect data. The research findings show that the first hypothesis was partially confirmed. Teachers are the most positive about homework followed by students and finally parents. The confirmation was only the partial, as the hypothesis was that the students' views would be the least supportive. The second hypothesis was not confirmed as no significance differences were found between the views of religious and secular parents of homework. The finding concerning the third found a significant negative correlation: such as the more experienced the teacher the more negative his or her attitude toward homework.

Furthermore, Hoeke (2017) carried out research on "Homework Practices: Teacher and Parent Perceptions of Efficacy and Purpose". The

purpose of the study was to explore teachers' and parents' perception of homework effectiveness and homework purposes. Specifically, the researcher examined teacher and parent perceptions, perceptions of teachers in different grade level and bands, and perceptions of teachers with different levels of experience. In this non-experimental quantitative study, the researcher examined and analyzed the answer provided on an anonymous survey provided electronically to educators and parents of students in five school system in North-East Tennessee. A survey was designed by the researcher and used specifically for this study. In first phase it was conducted with the teachers in educational leadership classes, the survey was modified based their feedback before it was sent to participating school system teachers and parents. Finally, the study revealed that parents tend to perceive a greater benefit in homework for both effectiveness and purpose than teachers do. While the level of experience does not influence teacher perception of homework effectiveness or purposes, there are some significant differences in perception of teachers by different grade level band

Implication of Review for the Study

From the review of above mentioned theoretical and empirical literatures, it helped me to identify research problems, formulate objectives, and select tools for collecting data and data analyzing procedures. Some reviewed studies are to some extent similar to my study. These studies helped me to find out the gap between what has already been found out and what are yet to be explored. This 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.

Theoretical review helped me to define homework its importance. Various research works have been carried out in foreign countries and few in the case of Nepal. This study is different from them in terms of topic, research

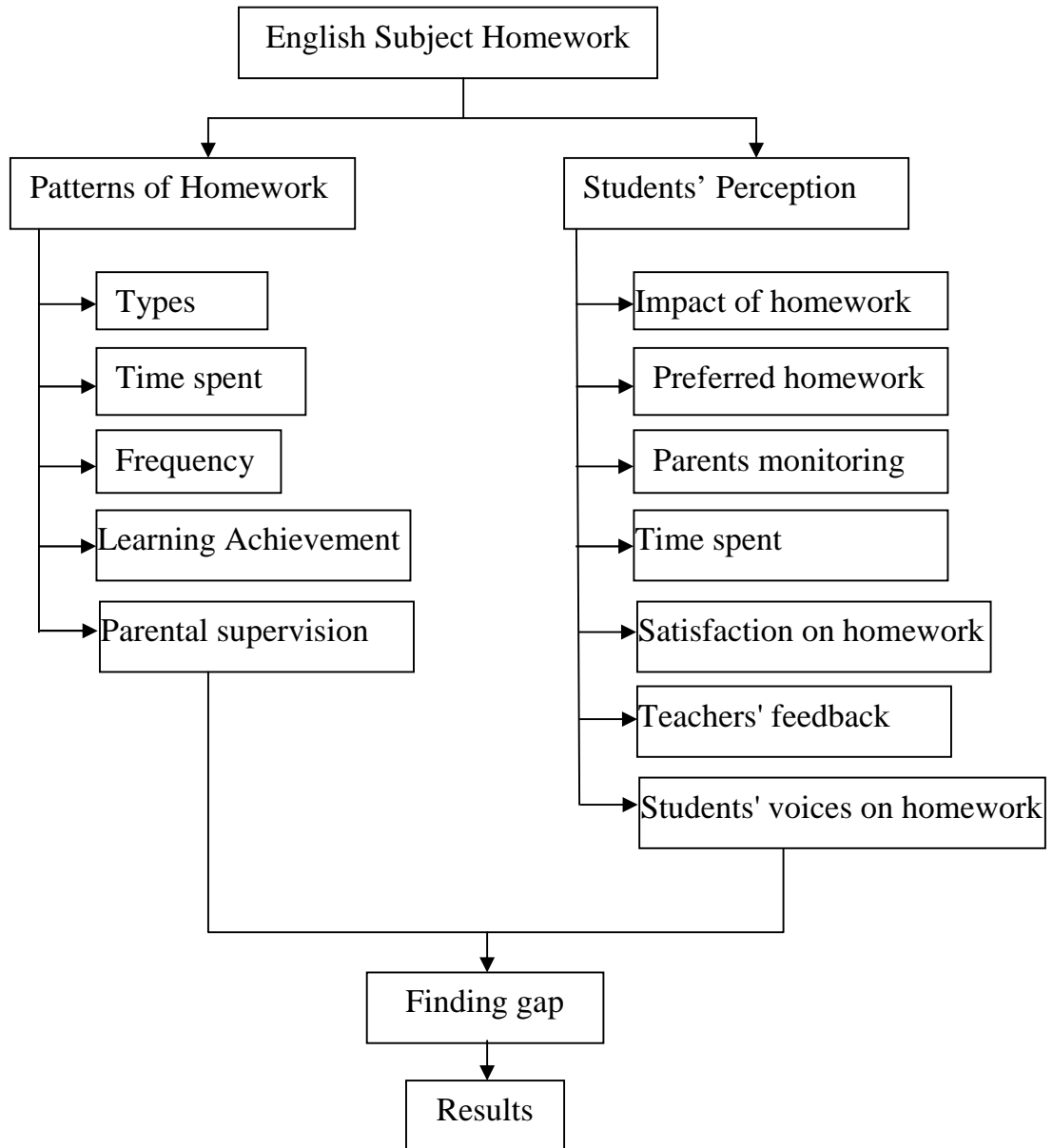
design, objectives and so on. Although, these above mentioned researches are indirectly related in my research, it is exclusive in itself because no research works have been carried out on homework patterns and types of tasks students are interested on. Each study and literature review is very essential part which helped me to set ideas and concept about particular research areas. In this study also, literature review had precious implementations. Studies as Cooper (1989), Vatterott (2009), Marzano & Pickering (2007), Bembenuity (2011) helped me to extend my knowledge on homework. Through, these studies I understood homework and how it is important for pupils in learning. Ozama & Craver (1981), Eren & Henderson (2011), Gonida & Cortina (2014) helped me to build the concept on history of homework and how homework is taken as an essential part of it. Likewise, Carlsson (2009), Ravitch (2014), Davidovitch & Yavich (2017), NAEP (1986), Hong, Wan & Peng (2011), Corno & Xu (2004) facilitated to understand certain area on students' emotion, their views, interest and how they deal with homework. Chaniotakis, Gregoriadis & Thoidis (2009), Ilgar & Ilgar (2012), Matei & Clascal (2015), Hoeke (2017) provided insights on teachers' and parents' view on homework and how teachers assign and provide homework feedback. Similarly, Poudel (2012), helped me to find out the condition of English homework in the case of Nepal. Furthermore, a book from Harmer (2008) and research study of Rosario et al., (2015) I learned some ways to solve homework related problems and encouraging students towards homework by making it interesting. In the same way, theoretical review helpful to expand the knowledge of changing patterns on homework, students emotions, teachers and parents beliefs. Different researches have different viewpoints toward internet for professional development which were included in literature review.

The abovementioned empirical review helped me to determine research objectives, to construct research questions, to select exclusive research design, data collection procedure, tools to collect data and analyze data for deriving findings. In this study I have gone through several books, journals, thesis and

presentation papers. To select exclusive topic in the area of Homework I review previous researches as Wallinger (2000), Poudel (2012), Amiryousefi (2016). Wallinger (2000), used mixed-method design where questionnaire and interview are used as a tool to collect data. It provided insights in methodology part to use tools for data collection. Similarly, Poudel (2012) used survey design and a questionnaire to collect data, through this study it helped me to find out the gap between what has already been found out and what are yet to be explored. Likewise, Amiryousefi (2016) used mixed-method design where interview and questionnaire were used as a tool to collect data which helped me in data analysis procedures. Furthermore, their review helped me to gain background knowledge in the area of homework and how it is viewed by teachers, parents and students.

Conceptual Framework

Conceptual framework is the representation of the understanding of the theories by the researches and his/her own conceptualization of the relationship between different variables. Thus, the present study is based on the following conceptual framework.



Chapter III

Methods and Procedures of the Study

Methodology is a set of rules and procedures which plays a vital role in carrying out a research work. This indicates how research and arguments are to be conducted within the framework of disciplinary research philosophy. It deals with information of collecting process, organization and analysis techniques.

Design and the Method of the Study

Research design refers to the procedures or the ways of carrying out the study in order to achieve the objectives efficiently within the fixed time frame. Research designs are used to find out the truth to a problematic question. It shows the overall outline of how an investigation takes place. Mixed method research is used for this study. Use of both qualitative and quantitative research in a single research framework is known as mixed method research design. Khanal (2074 B.S) “A mixed method research design is a procedure of data collecting, analyzing and mixing both quantitative and qualitative methods in a single study or a series of studies to understand a research problem” (p. 199). Likewise, qualitative information provides descriptive detail that sets quantitative results in their human context (Creswell, 2014). Hence, it is an approach to professional research that combines the collection and analysis of both qualitative and quantitative data. The different combination takes place either in data collection procedure or at the analysis level. Here, a researcher studies and integrates both research method rather than keeping them separate. The major benefit of mixed method research design is that it maximizes the strength and minimizes the weaknesses from both designs. Ojha & Bhandari (2013) states:

Quantitative (mainly deductive) methods are for measuring pervasiveness of 'known' phenomena and central patterns of association including inferences of causality. Similarly, qualitative (mainly inductive) methods allow for identification of previously unknown processes, explanation of why and how phenomena occur, and the range of their effects. Mixed methods research, then, is more than simply collecting qualitative data from interviews, or collecting multiple forms of qualitative evidence. It involves the intentional collection of both quantitative and qualitative data and the combination of the strengths of each to answer research questions (p. 178).

In this research, both survey design and narrative inquiry have been used. Surveys are mostly used in large scale researches where a huge population is required to be included in the research. According to Cohen and Manion (1985), Surveys are the most commonly used descriptive methods in educational research and may vary in scope from large-scale governmental investigations to small scale studies carried out by a single researcher. Data in survey design are collected through questionnaires, test scores, attendance rates, results of public examinations, attitude scales, etc (Ojha & Bhandari, 2017, p. 202). Data is collected at the single point of time to the overview of the situation. Likewise, Narrative inquiry is a form of qualitative research which mainly emphasize on lived experiences. Murray (2009) argues narrative inquiry is a generative term which encompasses a number of genres including case studies, diary, life histories, autobiographies and memoirs. Narrative inquiry uses field texts such as stories, autobiographies, journals, letters, conversations, interview, family stories, photos and life experiences as the unit of analysis to research and the way people create meaning in their lives as narratives. Here, Semi-structured interview is one of the types of interview where researcher is free to change the order of questions or rephrase the question from the interview-guide during the interview. FGD is also known as Group interview where a researcher identifies the problem, possible respondent

and discussed with them. FGD is a rapid assessment, semi-structured data gathering method in which a purposively selected set of participants gather to discuss issues and concerns based on a list of key themes drawn up by the researcher/facilitator (Khanal, 2074, p. 170).

Hence, structured questionnaire was administrated on stakeholders for quantitative method and FGD was conducted for qualitative method.

Sources of Data

Data is the part of information such as opinions, ideas, numbers or other related materials from which further analysis can be included. In this study, both primary and secondary sources of data collection were used.

Primary Sources. In the primary sources of data six students of Illam district, three girls and three boys were selected for FGD. Similarly, forty students were selected for questionnaire, 20 students from each grade of 8 and 9 of two different schools.

Secondary Sources. In the secondary sources of data, articles, books, journals, previous thesis and website were used for this study. Some of the materials are: Cooper (1989), Vatterott (2009), Corno & Xu (2004), Marzano & Pickering (2007), Cooper et. (2006), Bembenuity (2011), Gonida & Cortina (2014), Eren & Henderson (2011), Kaith (1986), Karalovec & Buell (2000), etc.

Population and Sampling Procedure

The population of this study included students of two schools of Illam district. Six students were selected for FGD; they were selected through purposive sampling. Similarly, 40 students participated in the survey; they were selected through random sampling procedure.

Data Collection Tools

This study was limited on two schools of Ilam district. Both qualitative and quantitative methods were used as a method of data collection. FGD interview for qualitative design and closed-ended questionnaire for quantitative design was used as tool to collect data/information. Dornyei and Taguchi (2010) recommend that to devise a new instrument such as a questionnaire, a short-scale exploratory qualitative study must be conducted first. Therefore, to gain insights into the students' perspective on the issues related to English homework, first a semi-structured interview of two students was conducted and based on it questionnaire were developed and similarly, interview was designed.

Data Collection Procedure

In order to carry out this study, in the first phase of data collection two students, currently studying in grade eight and nine were selected. Then, I met them at their convenient places and shared my purpose and took a short semi-structured interview with them. The recorded interviews were translated, transcribed, coded and discover potential themes, based on it I constructed a questionnaire and topics/questions for FGD. Then, I selected two schools of Illam district. I met the school authority and the respondents and share my purpose briefly and convinced them to support me. After their permission I distributed questionnaire. After collecting the distributed questionnaire I selected six students purposively from the second school for focused-group discussion. Then I continued my discussion and took their permission to record it and later scripted carefully. Finally, I thanked all concerned people helping me during the process of my research.

Data Analysis and Interpretation Procedure

Data analysis is the process, which involves editing classification and tabulation of the collected data (Kothari, 2004). The collected data were

systematically organized and analyzed them to come to the conclusion. Quantitative data obtained through questionnaire were tabulated using statistical tools such as percentage and frequency. Similarly, the qualitative data obtained through FGD were analyzed and discussed descriptively in qualitative manner.

Ethical Consideration

This research maintained ethical consideration throughout the research activities. Before conducting research, formal approval obtained from the concerned authority of the study area by submitting an official letter from university. The researcher took verbal permission from the local authority. The study did not associate the information that respondents provide unrelated in relation to the research topic. I have made sure that the respondents' privacy and confidentiality so, the respondents provided information more freely and accurately.

Chapter IV

Results and Discussion

This chapter mainly deals with the analysis and interpretation of the data collected from the respondents. The data was collected with the help of questionnaire and group discussion. The data obtained through questionnaire has been tabulated and analyzed using statistical tools such as percentile and frequency. Similarly, the data obtained from group discussion were presented, analyzed, interpreted, organized, summarized and synthesized to reach to the conclusion.

Analysis of Data and Interpretation of the Results

The detail information obtained from questionnaire and focused group discussion (FGD) are presented, analyzed and interpreted below:

Impact of Homework in Learning Achievement. Homework is considered as an effective tool for students to get prepared for their examination. Teacher uses it as a revision work to involve students before their exams. Beside preparation for exams it can helps students to relearn, repeat exercise and lessons which may benefits them to understand lesson better. An effective homework can enhance students' knowledge not only limited to text books but also beyond books as being socializes, taking decision, building self-confident and taking leadership. Similarly, a productive homework highlight the actual weaknesses and strengths of students and if students get the opportunity of self-realization they can improve their weak points and built their strengths.

Table 1**Impact of Homework in Learning Achievement**

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Getting prepared for exams	15	37.5	20	50	2	5	2	2.5	-	-	40	100
Understanding lesson better	11	27.5	24	60	4	10	-	-	-	-	40	100
Increase knowledge	17	45	20	50	-	-	-	-	2	5	40	100
Recognize self weakness and strengths	26	65	8	80	3	7.5	3	7.5	-	-	40	100
Taking own responsibility	12	30	25	62.5	3	7.5	-	-	-	-	40	100
Making less mistakes	10	25	19	47.5	7	17.5	3	7.5	-	-	40	100

Note: SA= Strongly Agree, A= Agree, N=Neutral, D=Disagree, SD=Strongly Disagree and %= Percentage

The item in Table 1 presents that out of 40 respondents (15) 37.5% strongly agreed on homework helps to get prepared for exams and 5% of students seems neutral and similarly 5% of students disagreed with the statement. So it can be argued that more than half of the student i.e 87.5% agreed that homework really helps them to get prepared for their exams and in terms of exam preparation homework is considered as a best tool to revise the lessons. Similarly, the data shows that out of 40 respondents, (11) 27.5% of them strongly agreed and (24) 60% respondents agreed on understanding lesson better through homework and (4) 10% were neutral and no one is disagreed with this statement. Therefore, it can be argued that majority of the respondents i.e. 87.5% agreed that homework helps them to understand lesson better. Likewise, on the statement of increasing knowledge through homework, out of 40 respondents (18) 45% of students are strongly agreed with the statement and (2) 5% students strongly disagreed. On the other hand, half of the students (20) 50% agreed with the statement. But none of the students is

neither neutral nor Disagreed with the statement. Therefore, it can be concluded that majority of the respondents i.e. 95% agreed that homework helps them to increase their knowledge. Similarly, participants' perspective on benefits of homework to find out students' weakness and strengths, here, majority of students (26) 65% of respondents strongly agreed with the statement and (8) 20% students agreed, (3) 7.5% neutral and (3) 7.5% disagreed with the statement. Altogether, 85% respondents agreed to this statement. Therefore, it can be concluded that homework helps them to find out their own strengths and weakness to work on it. Furthermore, on the statement of homework helps to take own responsibility, out of 40 respondents (12) 30% of respondents strongly agreed. Similarly, (25) 62.5% respondents agreed and remaining participants respondents are neutral to the statement. None of the participants disagreed to this statement. Therefore, the majority of the participant i.e 92.5% agreed that homework helps them to take their own responsibility. Finally, out of 40 respondents (10) 25% respondents strongly agreed that homework helps them to make less mistakes and (19) 47.5% agreed to this statement. However, (7) 17.5% respondents are neutral and (3) 7.5% disagreed to this statement. Here, majority of the student i.e 82.5% agreed that homework is helping them to make less mistakes. Therefore, it can be concluded that homework is an effective tool to reflect own work and make less mistakes as possible.

Preferred English Homework Assignment. One of the objective of this study was to explore current patterns or types of English homework/assignments that teacher mostly prefer to assign. Teacher can assign different types of homework tasks to evaluate students' achievement. If students get homework based on their needs and interests, their level of motivation automatically increases. But, if homework does not represent their interest, they will be forced to do it, they viewed it as a routine and mundane and their attitude towards homework become more negative. According to behaviorism theory, to engage learner in study, teacher needs to identify an

appropriate stimuli and present it to the students. If it works, teacher can use and reuse similar other stimulus. If students do not feel that homework is intrinsically motivating, they are more likely not to complete the homework or complete it with poor quality.

Table 2
Preferred English Homework Assignment

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teacher usually assign homework based on textbook	15	37.5	10	25	1	2.5	10	25	4	10	40	100
Homework based on students' interest	20	50	14	35	6	15	-	-	-	-	40	100
I like homework based on:	26	65	8	80	3	7.5	3	7.5	-	-	40	100

Note: SA= Strongly Agree, A= Agree, N=Neutral, D=Disagree, SD=Strongly Disagree and %= Percentage

The item in Table 2 shows that out of 40 respondents, (15) 37.5% in total strongly agreed that teacher usually assign textbook related homework where (10) 25% of them agreed. Similarly, (1) 2.5% respondent was neutral, (10) 25% respondents disagreed and remaining (4) 10% were strongly disagreed on this item. The data clearly show that majority of responses i.e. 62.5% agreed to the very item. Therefore, it can be concluded that teacher assign all types of homework but mainly they preferred textbook works. Similarly, the data show that out of 40 respondents, (20) 50% in total were strongly agreed and (14) 35% were agreed with the statement that teacher should provide homework based on their interest. Where (6) 15% respondents are neutral but none of the respondent stand as disagreed to this statement. Here, the maximum number of respondents i.e. 85% of them agreed that teachers need to assign homework task understanding students' needs. So,

students really enjoy doing homework based on their interests and needs. Finally, out of 40 respondents (3) 7.5% selected textbook, similarly (3) 7.5% project work, (9) 22.5% selected technology based homework. Furthermore, (6) 15% selected art and craft and (19) 47.5% selected all the above. Therefore, majority of respondents 47.5% selected all types/varieties of homework (text book based, technology based, art and craft based) to be assigned.

Parents Monitoring. Children are more likely to complete homework successfully when parents monitor their assignments. Monitoring children depends upon their ages, capacities and how s/he studies well in school. Whatever, the age of children or their capacity or level a parental supervision requires for children achievement. But parents should be assure that their assistance need to be limited, because too much involvement can make children dependent and take away from the value of homework as a way for children to become independent and responsible.

Table 3
Parents Monitoring

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Involvement of parents in completing homework help in achieving learning better	21	52.5	13	32.5	-	-	7	10	1	25	40	100
Parents' involvement in higher level to complete homework	3	7.5	10	25	7	17.5	16	40	3	7.5	40	100

Note: SA= Strongly Agree, A= Agree, N=Neutral, D=Disagree, SD=Strongly Disagree and %= Percentage

The data in the table above show that out of 40 responses, (21) 52.5% strongly agreed with the statement that involvement of parents in completing

homework helps in achieving learning better. Similarly, (13) 32.5% agreed and none of them stands as neutral. However, (4) 10% respondents disagreed and (1) 2.5% respondents strongly agreed with the statement. Here, a greater number of students i.e. 85% agreed parents monitoring is beneficial for them to complete homework. Therefore, it can be concluded that parents' involvement in child's learning is beneficial for successful learning. Similarly, on the statement on need of parents' involvement in higher level to complete homework the data shows that out of 40 respondents, (3) 7.5% strongly agreed and (10) 25% of them were agreed with the item. Similarly, (7) 17.5% of them remained neutral, (16) 40% disagreed and finally (3) 7.5% respondents strongly disagreed with this statement. The majority is in favor of parents monitoring. Hence, it shows that even higher level (secondary) students need help from parents to complete their homework successfully.

Time Spent on Homework. Mostly homework is based on one assumption that more homeworks boost test score. More student spent time in practicing homework more they will increase knowledge. But instead of giving priority to quantity of homework quality of homework can be beneficial to learners. Based on research by Mink, (2017) many students find it difficult to finish their homework in a reasonable amount of time. Whether it's a huge exam to prepare for or just a worksheet to complete, students are often stressed out by their loads of work and they feel that they have taken on too much, too fast. Homework is a great way to reinforce the work done during class but it's just too much some times. Spending whole day in school completing all subject homework sometimes remains no leisure time. Similarly, loads of homework can result in lack of sleep, headache, exhaustion, anxiety and weight loss.

Table 4

Time Spent on Homework

Item	Responses											
	Half an hour		1 hour		2 hours		3 hours		More than 3 hours		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I usually spend _____ to complete homework	11	27.54	15	37.5	7	17.5	4	10	2	5	40	100
Item	SA		A		N		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Loads of homework and hectic schedule	10	25	12	30	2	5	9	22.5	6	15	40	100
Loads of homework and mental stress	8	20	16	40	9	22.5	1	2.5	5	12.5	40	100
Minimizing quantity of homework	17	42.5	12	30	5	12.5	2	5	2	5	40	100
Item	Everyday		Once a week		Twice a week		Thrice a week		Never		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Homework should be assigned	25	62.5	3	7.5	3	7.5	3	7.5	5	12.5	40	100

Note: SA= Strongly Agree, A= Agree, N=Neutral, D=Disagree, SD=Strongly Disagree and %= Percentage

As shown in Table 4, (11) 27% out of 40 respondents spent half an hour to complete their homework. Similarly, (15) 37.5% spent 1 hour, (7) 17.5% spent 2 hours. Furthermore, (4) 10% spent 3 hours every day and (2) 5% spend

more than 3 hours. The majority of students i.e. 37.5% spent around 1 hour every day. Therefore, it can be concluded that students need to separate around one hour to complete English homework daily. Similarly, on the another statement; because of loads of homework, I have no time for playing, out of 40 respondents (10) 25% respondents strongly agreed, (12) 30% as agreed. Similarly, (2) 5% neutral, (9) 22.5% disagreed and (6) 15% as strongly disagreed. Here, majority of respondents i.e. 55% agreed to this statement. Hence, it can be concluded that quantity of homework decreased time for entertainment and outdoor games. Similarly, the data in the table above show that out of 40 respondents (8) 20% strongly agreed and (16) 40% agreed with the statement that loads of homework increase mental stress. Similarly, (9) 22.5% neutral, (1) 2.5% disagreed and (5) 12.5% strongly disagreed. Here, majority of respondents i.e. 60% agreed that loads of homework increase mental stress. Therefore teacher needs to consider about advantages along with disadvantage of homework before assigning to students. Furthermore, the above data show, (17) 45.5% strongly agreed, (12) 30% agreed, (5) 12.5% neutral, (2) 5% disagreed and (2) 5% strongly disagreed with the statement of number of homework should be minimized. Therefore, it can be concluded that majority of the respondents i.e. 72.5% agreed to this statement. So, if the quantity of homework decreased than students can spend leisure time. Finally, out of total respondents (25) 62.5% respondents believe that homework should be assigned everyday, (3) 7.5% respondents as homework should be assigned once a week. Similarly, (3) 7.5% as twice a week, (3) 7.5% thrice a week and (5) 12.5% say homework should never be assigned. Here, majority of respondents believe homework should be assigned everyday. Therefore, it can be concluded that homework should be assigned everyday but limited in numbers.

Satisfaction on Homework. Students should be satisfied with homework they are assigned. Working without happiness and satisfaction creates mental stress. If students are satisfied with their homework, they

automatically motivate to complete their works. To motivate students, teacher must be concerned on their level, interest and abilities. Especially, to complete English homework is a challenge in itself for Nepalese learners. Without intrinsic motivation, they cannot achieve the targeted goal in learning.

Table 5
Satisfaction on Homework

Item	Responses											
	SA		A		N		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I am satisfied with the homework that teacher assign	12	30	5	12.5	-	-	8	20	14	35	40	100
I am satisfied with: how homework is taken as compulsory part of learning	15	37.5	12	30	5	12.5	6	15	3	7.5	40	100

Note: SA= Strongly Agree, A= Agree, N=Neutral, D=Disagree, SD=Strongly Disagree and %= Percentage

Out of total respondents, (12) 30% respondents strongly agreed and (5) 12.5% as agreed that they are satisfied with the homework they are assigned, where as none of them stand as neutral. But, out of 40 respondents (8) 20% respondents disagreed and (14) 35% as strongly disagreed to this statement. Here, it can be concluded that more than half of respondents i.e. 55% respondents disagreed to the statement. It revealed that students are not satisfied with the English homework that teacher usually assign to them. Similarly, on the statement of satisfaction of students on how homework is taken as an compulsory part of learning: the above shows that, out of 40 respondents, (15) 37.5% strongly agreed, (12)0% agreed similarly, (5) 12.5%

neutral (6) 15% disagreed and (3) 7.5% strongly agreed to this statement. Here majority of respondents i.e. 67.5% respondents agreed to this statement. Therefore, it can be concluded that students also accepted homework as a compulsory part of learning English.

Teacher's Feedback on Homework to Students. Checking homework and providing feedback to students is also another essential part of a learning process. It is taken as an important post-activity in a learning chain. Cooper (1989) called it as "classroom follow-up" (p.87). Classroom follow up includes feedback provided by the teacher (e.g written comments, making homework and incentives; Cooper, 1989, 2001).The main reason behind it is to "maximize the positive impact of homework" Welberg and Paik (2000, p.9). Because teachers take advantage of the opportunity to reinforce the work that was well-done by the students or teach them something new that would help them to improve their work..

Table 6

Teacher's Feedback on Homework to Students

Item	Responses											
	Oral forms		Written forms		Both		Through punishment		Do not provide feedback		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teacher usually provide feedback on	6	15	4	10	17	42.5	5	12.5	5	12.5	40	100
	SA		A		N		D		SD		Total	
I like individual feedback rather than its groups	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I like immediate feedback on homework	15	37.5	17	42.5	2	5	-	-	5	12.5	40	100

Note: SA= Strongly Agree, A= Agree, N=Neutral, D=Disagree, SD=Strongly Disagree and %= Percentage

In Table 6, among 40 respondents, (6) 15% respondents reported that they got oral feedback from teacher, similarly, (4) 10% respondents in written forms, (17) 42.5% respondents in both forms. Furthermore, (5) 12.5% respondents got physical punishment as a medium of getting homework feedback and (5) 2.5% respondents did not get any feedback from their teachers. Here, the data show that majority of respondents i.e. (17)42.5% reported that they got feedback from teacher in both oral and written form. Similarly, on the statement I like individual feedback rather than in groups: out of 40 respondents (9) 22.5% respondents agreed to this statement and (22) 55% respondents agreed. Here, (5) 12.5% respondents as neutral where as (2) 5% as disagreed and (1) 2.5% as strongly disagreed to this statement. Here, in total majority says i.e. 77.5% agreed that they consider individual feedback from their teacher if required. Therefore, it can be concluded that students needed individual feedback from their teacher. Finally, on the statement I like immediate feedback on homework: out of 40 respondents (15) 37.5% strongly agreed to the statement and (17) 42.5% agreed to it where as (2) 5% stand as neutral. But, (5) 12.5% of them stand as strongly disagreed and none of them disagreed to this statement. Therefore, from the collected data results, majority i.e. 80% agreed to the immediate feedback as effective for learning. If they got immediate feedback, they can improve their mistake or errors immediately and less chance to repeat it.

Students Views on Homework. In order to get in-depth ideas on students' view on homework, FGD was used. The obtained information from students about their perception on homework, is analyzed and interpreted under the following themes.

Pros and Cons of English Homework. In this world, nothing is immune to the two sides, of positive and negative aspect. Homework may also have some merits and demerits. According to Cooper (1989) and Cooper et. al. (2006), educators compiled a list of potential positive effect of assigning homework to students. The positive effect can be broken down into four

categories: immediate achievement and learning, long term academic benefits and greater parental appreciation of and involvement in schooling. The potential negative effects described in the research (Cooper et. al., 2006) are satiation (loss of interest in academic material and physical and emotional fatigue). Other negative effects described are denial of access to extra curriculum activities, in school and out of school parental inference (pressure of complete homework and perform well), confusion to understand homework and increase difference between high and low achievers. In this regard, the very first question I asked was *"Do you like English homework?"* Five of them answered *"Yes, we like English homework"*. But one of the participant Student C answered *"I believe homework is important but I don't like doing any homework, it is really boring"*. Here, it shows that students believe homework is useful in their learning activity but it is not interesting.

The second question I asked to the group was *"In your opinion what are pros and cons of English homework?"* In this regard Student D said *"In my opinion there are several benefits of English homework like preparation for exams, to understand lesson better, to develop our knowledge of English etc."* Similarly, Student F added some advantages as *"Homework helps us to recognize our mistakes or weakness in English like vocabulary and grammar mistake and give chances to correct it similarly, we get chance to interact individually with teacher"*. Here, through their opinion English homework has several benefits mostly, to understand lesson better, preparation for exams, to get feedback, for self-evaluation and mainly to develop English vocabulary and grammatical rules. Furthermore, Student A, B, C and D discussed about some cons of English homework. Student C said

I also believe there are many benefits of English homework but I see some disadvantages of it. Those assigned homework takes long time to be completed so after completing it we do not have time to play and for entertainment. And doing similar type of

homework everyday makes me bore but we have to complete it otherwise... teacher will punish or embrace us in class.

From the above statement of participants, too much homework makes negative belief about it. Students love, enjoy playing, spending time with friends and family. But load of homework is separating them from their happiness. Student A and B also have similar views about it. They believe

"Sometimes homework crates huge problem when we have extra classes in school, there is around 1 hour of distance between house and school so after extra class we reached home around 6:30 pm and in average we have to separate around 30 to 45 minutes for English homework and two and half hour more for other subjects' homework.

From the above response of the respondent, it shows that students may also have own personal problems which hinders learning. Besides other influencing factors assigning effective homework may not give predictable results. Similarly, Student D said

"Sometimes I got really difficult homework and I need help to do it but my parents are illiterate so I do not get any support but teacher do not understand my problem".

After hearing it, it can be concluded that parental support is essential for children to be successful in learning. If they got good exposure beside their classroom they can learn more smoothly and faster. Furthermore I asked all participants to share some ways to overcome from their problems. Student F said "School should fix our homework routine, so every subject teacher can assign homework in given specific day". Similarly, Student C added "*Teacher should recognize our ability, interest and learning environment at home. Whenever, I got interesting homework not so easy not too difficult, I feel excited to do my work*". From the evidence above, it could be concluded that

teacher has great role and responsibility and should be clear about pupils' level, ability and their diversity. Each individual is different than another, everything cannot be appropriate for everyone, it is really challenging to teacher to represent every students' need at once but teacher can represent their needs once at a point of time.

Types of Homework. It is really interesting to find out students' interest on types of homework. In this regard, the next item for discussion was "*What types of homework teacher usually assign and what types of homework you enjoy to do?*" Participants share different thoughts regarding it. Firstly, Student B said "*Basically, I like homework related to textbooks and drawing pictures and also writing stories and poems*". Through, the above statement, some students are interested in creative works. They love assignments where they can use their creativity. Similarly, Student C viewed as "*Actually, I love homework related to internet. I like online resources to learn English and to complete work*". After hearing it, it can be said that students want to learn everything at once. In today's generation internet is taken as an essential part of learning. It makes learning fast and easy to get information and knowledge over any subject and field. In similar way, Student E opined

"I wish English homework will be based on projects. I learn faster through practice and experience. If I gain experience and knowledge I built skills which I can apply it later in my real life ".

It shows that some students need experiences to learn better. Through real life exposer they learn problem solving skills, time management and other additional skills integral to their future. It develops greater depth of understanding the concepts than in traditional classroom-based learning. Furthermore, Student F said "*I like homework related to the course and out of the course. It is compulsory to learn what our curriculum prescribed and also equally important to have out-knowledge and skills*". In this contemporary world it is not enough to learn depending only on books, pupils may gain

theoretical knowledge which broadens mind but to tackle day to day problems they need practical experience which may not gain only by reading books. Furthermore, Student A and D has similar views related to English homework, they said

"Homework should be related to our real life. The basic goal of study is to be prepared for our life; if we relate our knowledge and skills in real life it will be fruitful. Assignments like field work, group work really benefits for us because we explore new ideas, interact with people and see the real objects and events.

After analyzing the above excerpts, it was found that students needed varieties in homework. They can get bored with similar types of homework which are assigned everyday. Mostly it is found that students enjoy doing homework related to their interest. If they enjoy their works, they automatically involves in learning. Similarly, they also revealed that homework without interest increases stress rather than helping in study.

Time Required in Completing Homework. The next topic for discussion was "How much time is required to complete English homework?" Here, students express similar view on it. Student C said "I spend half an hour on average but sometimes, time may be extended". Similarly, Student E added "It depends on homework actually, especially amount of homework matter the most". Likewise, Student F said

"Yes, amount of homework and types affects the most. Actually, English homework itself is not a problem for me I spent around half an hour to complete it but we have other subject homework too, and that takes long time to complete".

The above statement shows, English homework is not a problem for them but when they get homework from all subjects they feel stressed to finish it and that is the main problem. They are not being able to manage time

between friends, family, entertainments and their study. They found themselves buried in assignments that each take a long time to finish. Students who spend too much time on homework are not always able to meet other needs like being physically and socially active.

In the question of "*What sort of English homework needs more time to complete?*" Student E replied "*Sometime we got descriptive types of assignments where we have to write long answers, giving reasons, writing essay or stories which take lot of time and efforts*". The next point for discussion was "Do you think you have to spend a lot of time in doing assignments?" All of them nodded their head and answered "Yes, we do". Then I asked "How to solve the overload of homework?" They all discussed and Students A said "*Though, school is also responsible but we think that teacher needs to consider about it. Because teacher get chance to interact with students and understand students' mental conditions if s/he desired*". Therefore, at end it can be concluded that because of overload of homework students don't have enough time to pursue extracurricular activities, have fun, sleep well, eat healthy, and spend time with family and for personal care. It's good to assign some homework to engage students in learning at home but not the huge piles they receive now. The average student takes eight class courses and when each class assign homework, it becomes a lot to handle with all the other commitments students have. So, assigning normal amount of homework may solve all problems of students.

Importance of Teacher's Feedback. At the end of the interview, the students were asked about importance of teacher's feedback on homework. Teacher's feedback equally plays an important role to maximize the positive impact of homework. Here, the first item for discussion was "*Do you think teacher's feedback is important?*" All six students discussed and shared their opinion. Firstly, Student C said "*Yes, teacher's feedback is required for progress, It helps me to find out own self-weakness and strengths. It will be easier to work hard and turns those weaknesses into strengths*". If teacher

provide regular feedback to all students, they get to know about their weak points where they have to increase their labor. Feedback is reflection of work if it is provided effectively at right point of time, it can help students to evaluate their work correctly. Furthermore, I asked them "*Which technique, group or individual feedback is effective?*" Student A replied "*Both feedbacks are effective but it depends on the situation*". Similarly, Student F

"Through teacher's feedback I can realize my mistakes and errors. Either group or individual feedback both are essential but the point is teacher should provide feedback regularly".

From above statements, students welcome teacher's feedback they believe if they get regular feedback they can improve their result faster. Homework feedback has direct relation with students' academic achievement. If they get to know about their weakness they can work on it and if they have some good aspects it works as a motivation. The next item in discussion was "*What sort of changes you want in teacher's feedback?*" Student A replied "*It will be better to provide feedback regularly when it required*" Similarly, Student B added "*I think teacher can run feedback classes once a week or twice, where we get more chance to interact with teacher and have review over our lessons*". Therefore, in conclusion, all students agreed that teacher's feedback on homework is essential for learning achievement. It can be individual or group feedback, written or oral feedback based on the situation teacher can provide any feedback. Similarly, they suggested running extra feedback classes where they can discuss on individual problems encountered while doing homework.

Hence, students are aware about importance of homework and they believe homework must be compulsory but on the other hand, they state that they got a lot of homework which they must complete. Because of loads of homework they got stress, fatigue, exhaustion, and least interest to complete it and they have no leisure time for entertainment and for personal care. Students

view homework as a boring job to complete. They got similar patterns of homework i.e. textbook related tasks every day. Findings show that they love to engage in such tasks where they can enjoy and learn. Similarly, data show teacher's feedback also plays an essential role for successful learning outcomes. If students get regular and immediate feedback which can be either oral or written, they found it really effective for their learning.

Results

This research envisaged to identify students' voice on English Homework. After the analysis and interpretations of data, the following results have been derived:

A. Results related to current situation of homework

- I. For the maximum number of the respondents i.e. 62.5% responded that the teacher usually assigns English homework based on textbooks rather than out of the course and activities.
- II. Similarly, 85% agreed that homework should be based on students' need and interest so students can be motivated in learning and secure satisfactory results.
- III. In the similar vein, the majority of respondents agreed that they want different types of homework like textbook related, project work, technology related and art and craft etc.
- IV. A majority of the respondents i.e. 37.5% spent daily 3 hours to complete their all homework which they feel little bit stressful.
- V. Likewise, the study has revealed that the great majority of the respondents i.e. 55% agreed that overloads of homework curtail leisure time for family, entertainment, games etc.
- VI. Similarly, it has been pointed out that most of the respondents i.e. 72.5% agreed that the quantity of homework should be minimized for productive results.

- VII. Likewise, the majority of respondents i.e. 80% want immediate feedback from the, teacher after their assignments are checked. In terms of their mistakes or errors feedback could be individual or group.
- VIII. Through group discussion it was found that students were under pressure of loads of homework. Although the amount of homework in English does not seem to be a problem but respondents usually got assignment from all subject including English and they have to complete it. Similarly, they also have to separate time for study so there is always difficulty for students to manage time.
- IX. Students have individual taste regarding English homework. They feel bored with the similar design (textbook based) of homework and complete it with low interest. While discussing about types of homework, students replied that they want change in types of homework they used to be assigned. They said they love project works, group works, field works, and technology based works.
- X. English homework has mainly the advantages of increasing the students' vocabulary and to produce grammatically correct sentences. Homework is only one way for English exposure at home for EFL learner.

B Results related to students' views/interest on homework

- I. A vast number of respondents i.e. 87.5% agreed homework can help them to get prepared for tests and exams, it helps to reinforce learning and develop good study habits and life skills.
- II. Similarly, a good number of respondents i.e. 87.5% agreed that homework helps them to understand lesson better. It create such environment where students engaged in study and restudy what they have learned in their lessons.
- III. Likewise, it has been revealed that a large number i.e. 95% responded that homework helps to increase knowledge. It helps students to build

learning habits and searching new ideas which make their knowledge stronger and creative.

- IV. Similarly, it has been pointed that 85% agreed that homework helps them to recognize self weakness and strengths and work on their weaknesses.
- V. A considerable number of the respondents i.e. 92.5% agreed to take their learning responsibility through homework. It can help students to recognize that learning can occur at home as well as at school and foster independent learning and responsible character.
- VI. It has been found that more than half of the respondents i.e. 72.5% agreed that homework help them to make fewer mistakes. Regular repetition and practice help students to make fewer mistakes and build their confidence.
- VII. Through, group discussion it can be concluded that students have positive view towards English homework. They believe that assignments are required for satisfied learning outcomes because it helps them to repeat, review and restudy. So, it can be easier to memorize when it required.
- VIII. Students revealed that teachers' immediate homework feedback plays an essential role in learning. Through the immediate feedback they can find out their weakness and strengths so they can work on their weak points and put forwards to their strengths. Furthermore, they said to conduct extra feedback classes once or twice a week.
- IX. Through, group discussion, it can be concluded that expectations for parent involvement vary from students to students and teacher to teacher. Some students want parents' monitoring English homework closely whereas other wants them simply to make sure the assignment is completed on time. Parents love to see their students engaged in learning so some parents desire more homework where their children get busy in doing assignments.

Chapter IV

Conclusions and Implications

This is the final chapter of the study. This chapter includes the findings derived from the analysis and interpretation of the data. It also includes the conclusion of the study along with some points of recommendations to the teachers, school administration, educationist and policy makers.

Conclusion

The main aim of this study was to find out appropriate guidelines and recommendation for making the homeworks in English conducive. Sometimes homework and standardized testing are the only options to assess student's achievement and success. The major two objectives of this research were to find out current trends of homework and to find out gap between students' interest and homework assigned. The overall research presented on effects of homework and student achievement clearly states specific variables (frequency, time, parent involvement, types of homework, teacher's feedback) that directly and indirectly impact students' achievement. Parents, teachers and students need to collaboratively find the accurate individual homework plans to help increase student engagement, homework completion and student achievement.

From the analysis and interpretation of the data collected from the field, conclusions have been derived. The experiences of students and their perception about English homework lead this work to an interesting study. Regarding current trends of homework results revealed that teacher mostly assign textbook related homework and students spent more than three hours to complete all homeworks. This study is successful to highlight the huge gap between assigned homework and students' desire. It revealed that teachers mostly assigned English homework as textbook based and descriptive writing but students enjoy assignment as project work, field work, group work,

presentation, demonstration and creative works where they can use their creativity and talent. They want assignment where they can deal with real life situation like problem solving tasks and leadership tasks. Similarly, this study highlight student's voices as they want homework on a daily basis but the amount of homework must be minimized, different types of homework should be assigned to make homework interesting and teacher's regular feedback and help from parents is required for homework completion. Teacher's attention to individual student through feedback on homework and parents involvement if possible at all, in the completion of homework would seem to really help students' morale.

Recommendation

On the basis of findings drawn from the analysis and interpretation of the students view on English homework I have summarized and concluded my study. Based on the findings I have recommended the major implications of the study into following three different sub-headings:

Policy Related Recommendation. Homework is an activity where students are physically and psychologically involved. Therefore, it is essential to students to have positive view and motivation towards it. According to Cooper, if you want to build student responsibility and the love of independent learning, assignments should be designed so that most students can complete the assignments successfully and get a good result. Nepalese education system is guided by teacher-centered method where what teacher talks are more important than students' talks. Though, many steps are taken forward but the results still remain the same. So that, on the basis of the findings and conclusion, some recommendations have been made for policy makers regarding homework to make it beneficial.

- i. There is no rule mentioned about homework assignments in curriculum therefore the policy makers should consider about recommending

assignments for different lessons with variety of tasks, including time limitations while developing curriculum.

- ii. Government should introduce such curriculum which serves the need and interest of each grade and subject's students by engaging them in group work, field work, problem-solving tasks or in contextual works.
- iii. The government should conduct seminar, workshops, meeting, trainings so that teachers can share and discuss on how assignment can be a fun and interesting task for students to complete.
- iv. Each school must build homework policy through discussion and consultation between teachers, students and parents. These discussions must hold regularly so the homework policy will upgrade to new version by editing weak points.
- v. School must conduct meetings and interaction program where teachers can share their ideas and experiences related to homework. Similarly, English teachers also get opportunity to interact, share and learn new ideas to make English homework more interesting and effective.

Practice Related Recommendation. Most of part of the results show the lack of awareness about main purposes of homework. School administration, teachers, parents, students, etc believe homework as an essential tool of learning but are unknown about how it can play additional role to upgrade learning. This study found some practices lacking to apply in behavior of teachers, school administration, parents and students too. The applicable practical level recommendations are as follows:

- i. The result shows that students are under pressure with the loads of homework. English homework itself is not a problem but they have to complete assignment of other subjects too. Here, if school administration or teacher her/himself can make daily/weekly or monthly homework routine to assign specific subjects' homework.
- ii. Similarly, homework should be varied. Teacher should consider about students' interest, ability, skills and their learning environment before

assigning any homework. Pupils welcome variety, change of pace and change of activity.

- iii. Homework should be challenging but not too difficult. Pupils reported frustration with homework that was too difficult or too easy. They like if it presented a challenge but was not too difficult. Especially pupils feel vocabulary and grammar problem while doing English homework. Here, teacher can use different ideas to make easy for them.
- iv. Teacher should assign such homework which help pupils to feel more confident in their abilities. They love and enjoy such tasks where they can contribute and also appreciate when their own ideas or opinion were valued. There should be recognition or reward for work done.
- v. Likewise, there should be guidance and support from their parents far as possible. The data show that pupils are easy and comfortable of their parent who helps them to complete their works.
- vi. Similarly, it is revealed that one of the demotivating features of homework was when the pupil couldn't see the purpose of it or see how it helps them to gain their knowledge or to develop life skills.
- vii. Teacher can prepare homework records for a class, which can be shown to parents, advisor or pupil themselves about problems they are encountering, errors and mistakes while learning English.
- viii. Likewise, students feel difficult to complete English homework, if teacher conduct extra feedback classes once or twice a week it would become results more productive.

Recommendation for Future Research. Every researcher wants to carry out their research without any limitations but it is not possible. No work is final and complete in itself due to different limitations. Based on the objectives it is a complete study but due to the delimitations of this research, it could not have been broad as expected. It is therefore the following areas are pointed

- i. This study is limited to two private schools of Illam district. Interested researcher can select different level and places for study.
- ii. This study highlight mainly about types of homework and students interest on it. It doesn't cover reasons behind homework incomplection, positive and negative effect of homework and area of motivation for students to complete homework in detail.
- iii. This study is limited to English homework, there can be other studies conducted on other subject's homework like: Math's homework.
- iv. Further research can be on teacher's perception or parents' perception on homework.

And finally, it is hoped that this study will serve as a step for further study on different components of this issue Therefore, this study will be highly beneficial as it will provide a valuable secondary source of data for the researchers who are interested in conducting further research.

References

- Amiryousefi, M. (2016). Homework: Voices from EFL teachers and learners. University Isfahan, Iran: *Iranian Journal of Language Teaching Research* 4(2), 35-54.
- Amiryousefi, M. (2015b). Individuality in higher education: The use of the multiple-mnemonic method to enhance ESP students' vocabulary development (depth and size) and retention. *Applied Research on English Language*, 4(1), 45-58.
- Bembenutty, H. (2011). The last word: An interview with Harris Cooper- research, policies, tips, and current perspectives on homework. *Journal of Advanced Academics*, 22(2), 340-349.
- Bennett, S., & Kalish, N. (2006). *The case against homework: How homework is hurting our children and what we can do about it*. New York: Crown Publishers.
- Bonawitz, M. (2012). *Strategies and interventions for increasing homework completion and accuracy*. Master's thesis, The Collage at Brockport: University of New York.
- Bhattarai, D. (2014). *Advanced Educational Psychology*. Kirtipur: Quest Publication.
- Chaniotakis, N., Gegoriadis, A. & Thoidis, I. (2009). Teachers' perceptions about homework in full-day school. *European Educational Research Association*. ECER.
- Cooper, H. (1989). Synthesis of research on homework. *Educational Leadership*, November, 85-91.
- Cooper, H., Robinson, J. C., & Patall, E., A. (2006). Does homework improve academic achievements? A synthesis of research, 1987-2003. *Review of Educational Research*, 76(1), 1-62.

- Corno, L., & Xu, J. (2004). Homework as a job of childhood. *Theory into Practice, Vol. 43*, 227-233.
- Cohen, L., Manion, L., and Morrioso, K. (2007), *Research Methods in Education* (6th ed.), London: Routledge.
- Creswell, J.W. (2014) *Research design: Qualitative, quantitative and mixed method approaches* (4th edition). Thousand Oaks, London: Sage Publications.
- Davidovitch, N., & Yavich, R. (2017). Views of students, parents, and teachers on homework and elementary school. *International Educational Studies, Vol.10*, 10-20
- Doryei, Z., & Taguchi, T. (2010). *Questionnaire in second language research: Construction, administration, and processing* (2nd ed.). New York: Taylor & Francis.
- Eren, O., & Henderson, D. J. (2011). Are we wasting our children's time by giving them more homework? *Economics of Education Review, 30*(5), 950-961.
- Giri, P., Rai, S., Kattel, M., & Kulung, P., (2018). *Is school a homework factory? A case of secondary level students*. Unpublished M.ed Seminar Paper.
- Harmer, J. (2008). *How to Teach English*. UK: Longman.
- Hoeke, C.E. (2017). *Homework Practices: Teacher and parent perceptions of efficacy and purpose*. M.ed thesis. East Tennessee State University.
- Hong, E., Wan, M., & Peng, Y. (2011). Discrepancies between students' and teachers' perceptions of homework. *Journal of Advanced Academic, 22*, 280-308.
- Ilgar, S. & Ilgar, L. (2012). An investigation of teachers' view of homework partnership. *Sciverse Science Direct. Vol.46*.
- Khanal, P. (2014). *Research Methodology in Education*. Kirtipur: Sunlight publication.

- Kohn, A. (2006a). *The homework myth: Why our kids get too much of a bad thing*. Cambridge, MA: Da Capo Press.
- Kralovec, E., & Buell, J. (2001). End homework now. *Educational Leadership*, 58(7), 39.
- Kupernsky, A. (2017). *No homework movement: Why some N.J. teachers are dropping after-school assignments*. [online] NJ.com. available at:
- Marzano, J. R. & Pickering, J. D. (2007). The case for and against homework. *Educational Leadership*. Vol, 64.74-97.
- Matei, S. & Ciascai, L. (2015). Primary teachers opinion about homework. *Acta Didactica Napocensia*. Vol, 8,3.
- Minke, T. (2017). *Types of Homework and Their Effect on Student Achievement*. Master's Thesis. St. Cloud State University.
- Moller, L. & Huett, J. B. (2012). *The next generation of distance education*. Springer + Business media: Springer.
- Nunan, D. & Richards, J. C. (2015). *Language learning beyond the classroom*. New York and London: Routledge
- Ojha, L.P., & Bhandari, M.B. (2013). *Research Methodology in Language Education*. Kirtipur: Intellectuals' Book Palace.
- Ozman, H., & Craver, S. (1981). *Philosophical foundations of education* (2nd ed.). Columbus, OH: Merrill.
- Poudel, J. (2012). Dealing with homework in English language teaching; A case of Dadeldhura district. *Journal of NELTA*, Vol, 17 No. 1-2
- Richards, J. C. (2015). The changing face of language learning: Learning beyond the classroom. *RELC Journal*, 46(1), 22.
- Rosario, P., Nunez, J. C., Vallejo, G., Cunha, J., Nunes, T., Mourao, R., & Pinto, R. (2015). Does homework design matter? The role of homework's purpose in student mathematics achievement. *Contemporary Educational Psychology*, 43, 10-24.

Rudduck, J. (2007). Student voice, student engagement, and school reform. In D, Thiessen, & A. Cook-Sather (Eds.), *International handbook of students experience in elementaru and secondary school* (pp.587-610). Dordrecht, the Netherlands: Springer.

Subedi, H.L. (2014). *Academic Writing*. Kathmandu: Pradhan Book House.

Vatterott, C. (2009). *Rethinking homework: Best practices that support diverse needs*. Alexandria, VA.: Association for Supervision and Curriculum Development.

Website: NeltaChoutari

Willinger, M. L. (2008). The Role of Homework in Foreign Language Learning. *Foreign language Annals Vol. 33, Issue 5*.

www.google.com

Appendix I

Focused Group Discussion Interview Guidelines

Objectives of the Study

- d) To explore the current patterns of English Homework.
- e) To analyze the gap between patterns of homework assignment and students' interest.

Research Questions

- f) What patterns are used as homework assignments?
- g) What types of homework assignments do they prefer to have?
- h) How many hours do they spend on homework assignment?
- i) How homework assignments help in learning achievement?
- j) How parents supervision important for successful learning?

Focused Group Discussion Interview Schedule

-) Preferred English homework assignments
-) Benefits of homework for learners
-) Homework and parents monitoring
-) Satisfaction on homework
-) Homework time

Open-ended Questions

- a) Why homework is important?
- b) What types of English homework tasks teacher usually assign and what types of homework you usually enjoy?
- c) How much time required completing English homework?
- d) What are pros and cons of English homework?
- e) How parents monitoring helps in learning?

Appendix II

Questionnaire

Welcome to My Survey

Dear Participant:

My name is Pratigya Kulung and I am student of Tribhuvan University at Kathmandu. I am writing a thesis for my master's degree. In order to finish my studies, I need to complete this study. The name of my research study is "Students' Voices on Homework". The purpose of my study is to find out what types of homework teachers usually assign, are they in favour of students' need or not, how much time students spend to complete homework and what students want as their homework to be assigned

Taking part in this study is voluntary. You may decide not to take part in this study. You can quit at any time. This study is intended for educational purpose only and no use for any commercial purposes.

Clicking the AGREE button indicates:

I have read the above information.

I agree to volunteer.

I agree to participate in this survey.

I AGREE

I DO NOT AGREE

NAME:

GRADE:

SCHOOL:

Impact of homework in learning achievement

Homework can help you to:

1. Get prepared for exams.
 - a) Strongly Disagree
 - b) Disagree
 - c) Undecided
 - d) Agree
 - e) Strongly Agree
2. Understand lessons better.
 - a) Strongly Disagree
 - b) Disagree
 - c) Undecided
 - d) Agree
 - e) Strongly Agree
3. Increase knowledge.
 - a) Strongly Disagree
 - b) Disagree
 - c) Undecided
 - d) Agree
 - e) Strongly Agree
4. Recognize self weakness and strengths.
 - a) Strongly Disagree
 - b) Disagree
 - c) Undecided
 - d) Agree
 - e) Strongly Agree
5. Take own responsibility.
 - a) Strongly Disagree
 - b) Disagree
 - c) Undecided
 - d) Agree
 - e) Strongly Agree
6. Make less mistakes.
 - a) Strongly Disagree
 - b) Disagree
 - c) Undecided
 - d) Agree
 - e) Strongly Agree

Preferred homework assignments

1. Teachers usually assign homework based on textbook.
 - a) Strongly Disagree
 - b) Disagree
 - c) Undecided
 - d) Agree
 - e) Strongly Agree
2. Teacher should provide homework on the basis of students' interest.
 - a) Strongly Disagree
 - b) Disagree
 - c) Undecided
 - d) Agree
 - e) Strongly Agree
3. I like homework based on:
 - a) Text book
 - b) Project work
 - c) Technology
 - d) Art and craft
 - e) All of the above

Parents monitoring

1. Involvement of parents in completing homework helps in achieving learning better.
 - a) Strongly Disagree
 - b) Disagree
 - c) Undecided
 - d) Agree
 - e) Strongly Agree
2. There is no need to parents' involvement in higher level to complete homework.
 - a) Strongly Disagree
 - b) Disagree
 - c) Undecided
 - d) Agree
 - e) Strongly Agree

Time spent on homework

1. I usually spend _____ to complete homework.
 - a) Half an hour
 - b) One hour
 - c) Two hours
 - d) Three hours
 - e) More than three hours
2. Because of loads of homework I have no time for playing.
 - a) Strongly Disagree
 - b) Disagree
 - c) Undecided
 - d) Agree
 - e) Strongly Agree
3. Loads of homework increase mental stress.
 - a) Strongly Disagree
 - b) Disagree
 - c) Undecided
 - d) Agree
 - e) Strongly Agree
4. Number of homework should be minimized.
 - a) Strongly Disagree
 - b) Disagree
 - c) Undecided
 - d) Agree
 - e) Strongly Agree
5. Homework should be assigned
 - a) Everyday
 - b) Once a week
 - c) Twice a week
 - d) Thrice a week
 - e) Never

Satisfaction on homework

I am satisfied with:

- a) the homework that teacher assign.
- a) Strongly Disagree b) Disagree c) Undecided
d) Agree e) Strongly Agree
- b) how homework is taken as compulsory part of learning.
- a) Strongly Disagree b) Disagree c) Undecided
d) Agree e) Strongly Agree

Teacher's Feedback on homework

- a) Teacher usually provides feedback
- a) Oral forms b) Written forms c) Both
d) Through punishment e) Do no provide feedback
- b) I like individual feedback rather than in groups.
- a) Strongly Disagree b) Disagree c) Undecided
d) Agree e) Strongly Agree
- c) I like immediate feedback on homework
- a) Strongly Disagree b) Disagree c) Undecided
d) Agree e) Strongly Agree

Thank You!!!

Appendix III

Transcript of Focused Group Discussion

Interviewer: Good morning everyone.

Participants: Good morning.

Interviewer: How are you all?

Participants: We are good and what about you?

Interviewer: I am also feeling good and I am really excited today to discuss with you on English homework. Do you like English Homework?

Participants: Yes we like English homework.

Student C: I believe homework is important but I don't like doing any homework. They are really boring.

Interviewer: Okay, so in your opinion what are pros of English homework?

Student D: There are several benefits of English homework like preparation for exams, to understand lessons better, to develop our knowledge of English etc.

Student F: Homework also helps us to recognize our mistakes or weaknesses in English like vocabulary and grammar mistakes and give chances to correct it similarly, we get chance to individually interact with teachers.

Interviewer: So what can be cons of English homework?

(Student A,B,C and D involving in discussion)

Student C: I also believe there are many benefits of English homework but I see some disadvantages of it. Those assigned homework takes long time to be completed so after completing it, we do not have time to play and for entertainment. And doing similar type of homework everyday makes me bore but we have to complete it otherwise... teacher will punish or embrace us in class.

Student A and B: Sometimes homework creates huge problem when we have extra classes in school, there is around 1 hour of distance between house and school so after extra class we reached home around 6:30 pm and in average we have separate 30 to 45 minutes for English homework and two and half hour more for other subjects' homework.

Student D: Sometimes I got really difficult homework and I need to do it but my parents are illiterate so I do not get any support but teacher do not understand my problem.

Interviewer: So, how this problem can be solved?

Student F: School should fix our homework routine, so every subject teacher can assign homework in given specific day.

Student C: Teacher should recognize our ability, interest and learning environment at home. Whenever I got interesting homework I got excited to do my work.

Interviewer: What types of English homework teacher usually assign and what types of homework you enjoy to do?

Student B: Basically, I like homework related to textbooks and drawing pictures and also writing stories and poems.

Student C: Actually, I love homework related to internet. I like online resources to learn English and to complete work.

Student E: I wish English homework will be based on projects. I learn faster through practice and experience. If I gain experience and knowledge I built skills which I can apply it later in my real life.

Student F: I like homework related to the course and out of the course. It is compulsory to learn what our curriculum prescribed and also equally important to have out knowledge and skills.

Student A and D: Homework should be related to our real life. The basic goal of study is to be prepared for our life, if we relate our knowledge and skills in real life it will be fruitful. Assignments like field work, group work really benefits for us because we explore new ideas, interact with people and see the real object and events.

Interviewer: How much time required to complete English homework?

Student C: I spend half an hour in average but sometimes time may be extended.

Student F: Yes, amount of homework and types affects the most. Actually, English homework itself is not a problem for me. I spent around half an hour to

complete it but we have other subject homework too, and that takes long time to complete.

Interviewer: What sort of English homework takes more time to be completed?

Student E: Sometime we got descriptive types of assignments where we have to write long answers, giving reasons, writing essay or stories which take lot of time and efforts.

Interviewer: Do you think you have to spend a lot of time in doing assignments?

Yes. (all participants nodded their head)

Interviewer: How to solve the overload of homework?

(Participants involving in discussion)

Student A: Though, school is also responsible but we think that teacher needs to consider about it. Because teacher get chance to interact with students and understand students' mental conditions if s/he desired.

Interviewer: Do you think teacher's feedback is important?

(Participants engage in discussion)

Student C: Yes, teacher's feedback is required for progress, it helps me to find out own self-weakness and strengths. I t will be easier to work hard and turns those weaknesses into strengths.

Interviewer: At last, what sort of changes you want in teacher's feedback?

Student A: It will be better to provide feedback regularly when it required.

Student B: I think teacher can run feedback classes once a week or twice, where we get more chance to interact with teacher and have review over our lessons.

Interviewer: Thank you everyone for participating in this discussion.