

**Basic Level Students' Perception on Homework in English
Language Learning Classes**

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

Submitted by
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Tribhuvan University, Kirtipur
Kathmandu, Nepal
2023

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Declaration

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

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Recommendation for Acceptance

This is to certify that Ms. Binita Kumari Yadav has prepared this Thesis entitled “**Basic Level Students’ Perception on Homework in ELT Classes**” under my guidance and supervision.

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Abstract

The study entitled **Basic Level Students' Perception on Homework in English Language Learning Classes** is an attempt to explore the Basic level students' perception towards homework to learn English language. The researcher used survey research design to conduct the study. The sample population was the 40 students of five different communities' school of Bariyarpatti rural municipality of the Sirha district, by using purposive non-random sampling procedure. A set of questionnaire consisted of open and close ended questionnaire used as a tool for this study. The data were taken from both sources; primary as well as secondary. The data were analyzed following the statistical method like percentage and interpreted descriptively. This study shows that majority of the students have positive attitudes towards doing English subject homework. None of the students have homework diary system in their school and there is no provision of reward for the students who do homework regularly and correctly. Many students have positive attitudes towards doing English homework, though some students dislike homework because of various reasons i.e. when they do not understand teachers' instruction and word meaning or grammar.

This thesis is organized in five chapters. The first chapter deals with introduction of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. The second chapter deals with the review of related and theoretical and empirical literature, implications of the review for the study and conceptual framework. The third chapter deals with methods and procedures of the study which consists design, and methods of the study, population, sample and sampling strategy, study area / field data collection tools and techniques, data collection procedures and data analysis and interpretation procedures. The fourth chapter deals with analysis of data interpretation procedures. The fourth chapter deals with analysis of data and interpretation of results. The fifth chapter deals with findings, conclusions and implications followed by references and appendices.

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Chapter One

Introduction

This is the study on “Basic Level Students’ perception on Homework in English Language Learning”. This chapter comprises the background of the study, statement of this problem, objectives of the study, research questions significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the study

Homework is assignment that students are required to complete at their home. Homework has been defined as “tasks assigned to students by school teachers that are meant to be carried out during non-school hours” (Cooper, 1989, p.86). Cooper points out a number of benefits of homework such as improvements in factual knowledge, understanding concept, attitudes to learning, study skills, self-discipline and problem solving skills. He, in his research findings, concludes with clear evidence that homework improves academic achievement for basic level high school students. Homework develops study habits and makes learners autonomous in language learning. It also encourages learners to consult various resources such as dictionaries and grammar reference books.

Homework helps students to develop good study habits, such as goal setting, following directions, organizing materials, planning added and budgeting time, as well as strategies for dealing with mistakes, difficulties, and distractions. It is commonly accepted that is necessary to assign homework because it is helpful to consolidate their learnt knowledge and skills, and to ensure and reinforce the students to work hard as well as increasing their general understanding of the language. It is commonly acknowledged that Nepali learners of English have limited exposure to practice language items in school time. Most of the government aided schools have allocated forty five minutes period per day for English subject. It was very limited to us for students for practicing the language item. In such a situation homework can offer opportunities for extra activities. Hence, it can be used as a tool to practice language exercise at students’ home themselves, ultimately it fosters learner autonomy.

Homework is one of the tasks assigned to the students by school teachers that are meant to be carried out during non-school hours. Although it has existed forever, it continues to be an issue of debate in education. Homework continues to be a source of controversy among students' parents and educators/ teachers. Coutts (2004) and Pytel (2007) suggest that homework is 'teacher assigned and teacher monitored learning experiences that take place outside the classroom. A main reason for assigning homework is to 'reinforce material that has already been presented in class. There is no question that teachers assign homework to students with the very best of intentions, but what is also clear, are not always made explicit to students, teacher and parents. Reasons usually given by teachers for assigning homework include, to help students practice skill; 'to motivate students to learn; to encourage students to develop good work habits; or simply, to help students prepare for examinations.

The main purpose of this study is the activity participants between teachers and students in teaching learning activities to teach and learn English language effectively. It is beneficial to give immediate feedback and reinforcement to the students in English learning.

Statement of the problem

The purpose of language teaching is to enable the students to communicate in that language. In our context, English is being taught from primary to university level in Nepal. National curriculum framework has been focused on using appropriate technique to teach English effectively. There are different techniques or classroom activities like Drill, simulation, role-play, dramatization, class work, homework, strip story, group work, and pair work and so on. From them, homework is one of the important technique evaluation tools that help to teachers to motivate, evaluate, measure or encourage the students to develop good work habits. This technique of teaching and learning may help the learners to develop their communicative competence of that language. In somewhere, homework has been a neglected area of research. So, it depends upon teacher's and student's perceptions on homework. Teacher's perception affect students learning and students' perceptions affect teacher teaching too. They use homework to learn more that language in classroom according to their own perception. Without using this technique of evaluation, the students and teachers both cannot get much more knowledge about that language. Teachers'

opinions on homework why they assign it, the extent of parents 'involvement, and what they do with it after it is done are vague issues of teaching learning activities. They don't understand how to teach and learn English language. So, the students of Basic level face various difficulties for teaching and learning process. Therefore, it is important to know the basic level students' perception on 'homework' in ELT class and find out the difficulties in learning English.

Objectives of the Study

The objectives of the present study are as follow;

- i. To explore the Basic level students' perception towards homework to learn English language.
- ii. To assess some pedagogical implication of the study.

Research Questions

The present study is intended to deal with the following research questions:

- i. What is the perception of students' towards home assignment?
- ii. How does homework impact in English language learning?

Significance of the Study

This study is relevant and significant to all those who are directly and indirectly involved in teaching and learning of the English language. This study will be very much useful for the teachers' development as well as students in teaching learning process. Similarly, it will be also beneficial and significant to the authorities of school administration, writers as well as trainers to set and implement their plan in the school and to language practitioner, curriculum designers as well as textbook writers, subject experts of English Language Teaching and to include the areas of difficulty or adopt the course to the level of student which could include the materials of ample exposure for the teachers' in their interest, it especially helps to know the students' attitude towards homework to learn English language and teachers development.

Delimitations of the study

The present study has following delimitations:

- i. This study was limited to Siraha district especially from community school (government school).
- ii. Only Basic level students' were the sample population.
- iii. The primary data was collected through questionnaire.
- iv. The sample size of the study was 40 students of Basic level for five community schools.

Operational Definition of the Key Terms

The key terms are those words which help to increase the understanding about research study. The study contains specific terms which have following specific definitions

Perception: Perception is basically the process by which individuals organized and interpret their sensory impressions in order to give meaning to their environment.

Basic level: In this study, Basic level Education is typically the first stage of formal education, coming after preschool and before secondary school. At this level, students will get opportunities to: acquire literacy, numeracy, creativity and communication skills; enjoy learning and develop desire to continue learning.

Homework: In this study, homework refers to the tasks assigned to students by school teachers that are meant to be carried out during non-school hours. It is used after teaching learning activities in the class for effective and fruitful teaching learning and so on.

Students' perception: In this study, it means students views/ image about something. Here, something means it refers to students view towards homework in ELT class of basic level.

English language teaching: English Language Teaching (ELT) includes various approaches, techniques and methods that are involved in teaching English, to people with English as First Language and also those who use it as a second and foreign language.

Basic level students: the term ‘Basic level students’ in this study refers to the students of community school of class eight.

English language learning: English language learning means studies (i.e., teaching and learning) in the English language for the primary purpose of teaching the English language to non-native English speaking students.

Chapter Two

Review of Related Literature and Conceptual Framework

This chapter comprises review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework of the study.

Review of related Theoretical Literature

English Language Teaching (ELT)

Much like water and air, today English language is emerging as one of the very basic needs of the people. It has global spread and used globally. People in each corner of the world teach and learn this language. The English language teaching and learning has received very important place in today's time because individual will become uneducated in the absence of the proper knowledge of English language. However, the ways of using this language differs according to the country language for different purposes. Kachru (1985) described the world of English in terms of three circles. In the inner circle he put countries such as Britainth USA, Australia where English is the primary language.

The outer circle contained countries where English has become an official or widely used second language, such as India, Nigeria, and Singapore.

Finally, the expanding circle represents those countries where English is learnt as a foreign language like Nepal, Japan, Mexico, Poland (Kachru, 1985 as cited in Harmer, 2008, p.17).

So different countries have their own purpose to use English language. Likewise, English language is used as foreign language in Nepal. Our government has also focused to teach English because of international language. So, English language is important to teach in our country. In this regard, Harmer argues: just as in the middle ages Latin became for a time a language of international communication (at list in the Roman Empire). So, English now commonly used in exchanges between Singaporeans and their Vietnams counterparts. English is also, of course, a mother tongue for many people in the world, as we shall see, such 'native speakers' are

increasingly outnumbered by people who have English as a second or third language and use it for international communication (2008,p.13).

Language Tools / Techniques

Language tools and techniques mean resources used for pedagogical purposes that facilitate learning. Among these tools are emphasized communication and assessment tools. The purpose of teaching and learning a language is to enable the learners to communicate and share ideas, interact with others and to convey thoughts, wishes and information in that language. It is, therefore, every classroom activities will be directed towards achieving those abilities which are aspected from the students. The success and failure of the educational programme depends upon the appropriate tools and techniques of language. So, they use different techniques in teaching learning activities for achievement of their goals which they are aspected. The techniques are the strategies which teacher and student employ the language teaching learning in the classroom. It is actually applied in classroom while teaching learning activities are going on. The appropriate techniques are determined on the basis of the subject matter, teacher's individual artist, composition of class, availability of teaching materials and so on. So, which techniques are used depends upon the situation of the classroom. Moreover, it is also based on the selected topic. Some of the important techniques are – drill (there are different types of drill) which is used to practice the sentence pattern or sounds in teaching learning activities, simulation which is refers to process of reproducing something, role-play, class work, homework, dramatization, strip story, group work and so on. All these techniques are used to effective teaching and learning in the classroom. So, these techniques give a chance to use language in a new context. So, the students imagine naturally. Moreover, these techniques encourage using natural expression and interaction. The student who feels shy can also talk in English in the classroom.

Homework

Homework has been defined as “tasks assigned to students by school teachers that are meant to be carried out during non- school hours” (Cooper, 1989 a, p.7). Although it has existed forever, it contries to be an issue of debate in education. Gill and schlorssman (2000) stated that the public attitudes and views towards homework

has been cyclical during the twentieth century. Opinions on the topic shifted, as they were more closely related to the general social philosophy and to global economic trends than they were to the research on homework's effectiveness.

Being an educator who has spent twenty years in the field, I have witnessed firsthand how teachers, administrators, parents, and students should have different and various perspectives on homework. Some educators and parents will have gone to extremes when it comes to homework debates. Homework has been viewed as either all good or all bad the savior or destroyer of schools, children and families (Grill & Schlossman, 2000). Homework continues to be a source of controversy among students, parents, and educators. Coutts (2004) and Pytel (2007) subsequently improved this above definition to suggest that homework is 'teacher assigned and teacher monitored learning experiences that take place outside the classroom. Pytel (2007) argues that a main reason for assigning homework is to 'reinforce material that has already been presented in class. There is no question that teachers assign homework to students which the very best of intentions, but what is also clear, from the literature, is that these intentions are not always made explicit to students and parents. Reasons usually given by teachers for assigning homework include, helping students practice skills; to encourage students to develop good work habit; to motivate students to learn, or simply 'to help student prepare for examinations' (Coutts and Pytel, 2007). These all seem to be academically sound reasons for assigning homework, but it is not certain if these intended outcomes are made known to students and whether these intentions are in fact used as a guide when teachers assign homework. It is unclear also whether these intended outcomes are truly achieved through assigned homework tasks. Akioka and Gilmore (2013) as well as Bemhenutly (2010) have suggested that when students are unclear about why they must do homework and to what extent it will be beneficial to them, they attribute only minimal regard to it. The nature of the homework task too, is a factor which impacts on the level of priority students given to homework (Katz, Kaplan and Gueta; 2009).

Teachers' Perception on Homework

To teachers, homework has always been and evidently will continue to be part of their daily routine. They have assigned it with the various listed purposes in the mind. Most teachers have assigned homework to reinforce what is presented in class

or to prepare students for new materials. Less commonly, homework has been assigned to extend students learning to different contexts or to integrated learning by applying multiple skills around a project (Cooper, 1989 b; Foyle, 1985; Murph&Oecker 1989). Research studies indicated that teachers did not question traditional practices or their effectiveness (Brock et al; 2007) and did not alter their practice across elementary stage (Warton, 1997).

Students' Age

The positive effects of homework were related to certain age group of the students. High school students benefited more from homework than did younger students. This could be because younger students are more easily distracted, and / or had not developed positive study habits (Cooper 1989 b; Hoover Dempsey et. Al, 2001; Leone & Richards, 1989; Muhlenbruck, cooper, Nye, &Lindsag, 2000). Homework did not benefit students academically below high school age (Cooper, 1989, b; Queens) and Department of Education and the Arts, 2004).

Purposes of Homework

Moreover, researchers seemed to agree that homework reflected various purposes like practice, preparation, participation, personal development, parent child, relations, parent- teacher communication, peer interaction, policy, public relations, and punishment. Van voorish (2004), who worked with teachers for a long time, further categorized these purposes in to three groups: instructional (i.e. the first four purposes), communicative (i.e. the next three purposes), and political (i.e. the final three purposes). Taking slightly different perspectives, Cooper et al. (2006) indicated that homework purposes could be classified in to two broad categories which were instructional and non-instructional. The instructional category included review, practice, preparation, extension, and integration. On the other hand, the non-instructional category included communication between parent and child, fulfilling directives from school administrators, public relation, and publishing students. Parents and teachers always identified and perceived these various purposes of homework an important. (Cooper et al; 2006; Xu, 2005), thus reflecting and adult point of view (Coutts,2004;)warton, 2001).

Review of Related Empirical Literature

As my area of study is English language learning, there are several sub areas in ELT as SLA, Literature, phonetic and phonology, Grammar, LSP (Lg, society and power), Dimension of teacher development and so on. Among them I'm particularly interested in "Teacher Professional Development". There are various researches have been carried out in the field. Under these study areas, I find some researches which are most valuable to review for my study.

The review of empirical literature informs the researchers how to conduct a research and what are the areas to be addressed. It is a fact that every work needs some hints or previous ideas to achieve the goal. So, for this, I have reviewed some research works related to my study as tasted below.

Humagain (2006) carried out a study entitled "Effectiveness of Language Games in Learning Reading Comprehension". The main objective of the study was to find out the effectiveness of language games in learning reading comprehension. His research design was an experimental design and 40 students of class 9 were taken as sample. Test items were used as the research tool. So the students from grade nine were selected non-randomly. He limited the students into two groups and taught the controlled group without language games. He found that the experimental group which was taught using language games performed better than controlled group in all test items.

Dennis (2007) carried out a study entitled "Teachers' Opinions on Homework" His main focus was to investigate what purpose teachers had for giving homework, and how they dealt with homework at the level of the local school. His research design was a survey design. Interview was used as the research tool. So the six teachers were selected randomly. According to his interviewees, homework has two main purposes, mainly those of repetition and learning to take responsibility. All six of Dennis's interviewees said that "the purpose of homework is that the pupils learn to take responsibility,, plan their work , organize their school work and develop good study technique. One of the teachers added that "homework is away for the pupil to develop an independent approach to learning.

Paudel (2012) carried out a study entitled “Dealing with homework in English Language Learning: A Case of Dadeldhura District”. The main objectives of the study were to explore homework dealing situation of English language teaching at grade eight in Dadeldhura district and to suggest some pedagogical implications in English language teaching at school level. His research design was a survey design. The questionnaires were used as the research tool. So he sampled one hundred and twenty students of grade eight, thirty students from each school from four government aided schools of Dadeldhura district get the required information on homework dealing situation of English language teaching. His study was limited to Dadeldhura district. Finally, he found that most of the student do not seem interested in self correction and peer correction techniques. Hence, it is recommended that to make the learners autonomous teachers should encourages all the students in self correction and peer correction of their homework and so on.

Fawzy (2012) carried out a research entitled “School Teacher’ Perspectives on Homework; A Comparative Study”. The main purpose of study was to examine teacher’s perspectives on homework. His research design was a survey research design. It compares the points of view of teachers working in language school to those of teachers working in international schools, if any are found. A set of questionnaires was used to collect the data. Teachers were selected through non-random purposive sampling. Finally, he found that homework is as old as schooling itself. Teachers, students, and parents alike have contributed in forming and shaping homework culture; they accept it, expect it, or live with it. It has become part of their daily practices and routines and so on.

Letterman (2013) carried out a research entitled “Students ‘Perception of Homework Assignments and What Influences their Ideas”. The main objectives of this study were “making homework a part of a student’s grade will not increase the likelihood that students will complete more homework assignments. So, the hypothesis is expected to be rejected. His research was based on experimental design. Data collected by means of a questionnaire expanded over three semesters. The two courses chosen for the study were principle of finances (FINA 3000) and corporate finance (FINA 3200). The principle of finance course is required for all students enrolled in the school of business at Robert Morris University. Students enrolled in

the school of engineering, mathematics, and science can take the course as an elective. The results indicates that the students felt homework should be included as part of their course grade which was confirmed by the study when bonus points, in which homework completion represents a large portion of those points, was increased from 6 percent to 10 percent. The principles of finance class showed a larger increase in homework completion when due which is the class that contain a wider variety of business majors and the class that previously students normally did not have homework completed.

Sharma and Sharma (2016) carried out research entitled “What Students Say about Homework”. Their research was based on experimental design. The main objective of the study is to explore students’ experiences with homework started the moment they enter the schooling system. The participants for this work were 34 secondary school science students in their fourth year of secondary schooling for collecting the data that were purposively selected as the sample of research. Questionnaire was used to gather data on students’ views about homework and a semi structured interview was used to explore what experiences and/ or factors have influenced their views, the results indicate that the majority of students perceived homework to be an unnecessary chore from which no meaningful learning emerged, and they suggested that teachers are inconsistent about collecting and marking homework and that sometimes the homework tasks are either regurgitation, irrelevant to the current class topic or overly challenging and thus, beyond what is covered in classroom learning.

Ojha (2017) carried out a study entitled “Teachers’ Perception on Techniques for Developing Reading Comprehension”. The main objectives of the study was to find out the teachers’ perceptions on techniques in developing reading comprehension and also the techniques of different stages used by teacher for developing reading compression. Her research was based on experimental design. Test items were used to collect the data that were purposively selected as the sample of research. Questionnaire was used as the research tools. Her study was limited to Kathmandu valley especially from boarding schools. Populations were selected by using purposive non-random sampling procedure. At last, she found that techniques were

more effective today for the development and for understand in reading comprehension tests.

Marion and McIntyre (2019) carried out a research entitled “Students, Parents and Teachers on Homework and the Perceived Effects on Homework and Time”. The main purpose of the study was to examine students, teacher and parents’ perception of homework and to provide the reader with research investigating the social emotional health of elementary students and the scholastic pressure they face. His research design was a survey research design. The participants in this study were students in grade 3-6 (n=395), their parents (n=442), and their teachers (n=28). Open ended and closed ended questionnaire were used as data collection tools. Data were analyzed through the descriptive status. Preliminary research data suggests that (a) while parents largely reported homework relates to their child’s learning a large portion of parents also stated that homework is busy work; (b) there are differences in the perception of the actual and ideal amount of assigned homework, amongst parents, students, and teachers; and majority of parents reported that homework rarely or never gets in the way of family time.

This study is different from the literature which is reviewed for this study in the sense that reviewed ones are based on the secondary level and this study is based on basic level. Most of the reviewed literatures find out the teachers’ perception on homework in language teaching whereas this study is based on the basic level students’ perception on homework in English language learning. The numbers of participants are larger than the other reviewed ones from this study. This study is also different in terms of objective objectives, research question, and so on.

Implications of the review for the Study

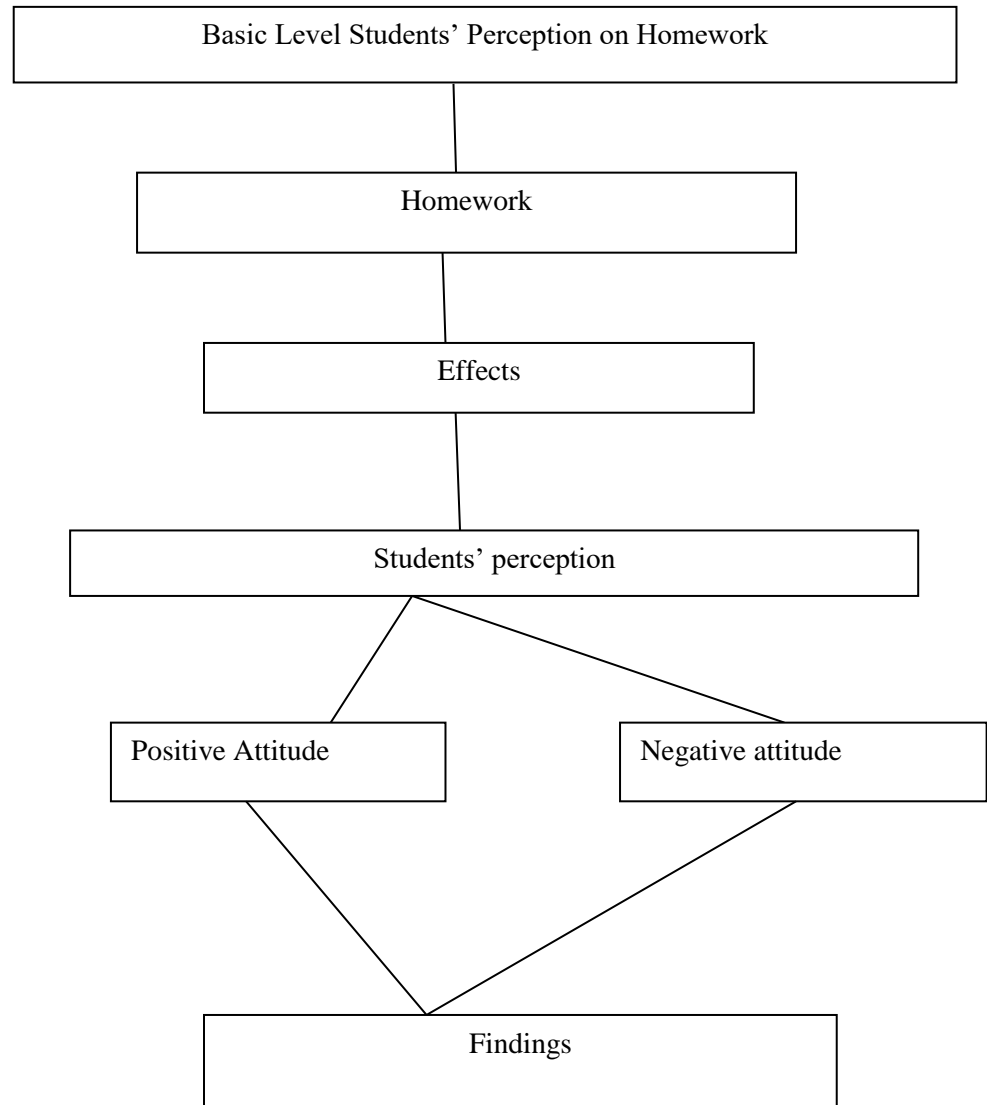
From the review of theoretical and empirical literature, I got the significant ideas, information and guidance. All the above mentioned studies are related to teachers’ and students’ perception on homework to learn English language which are closely associated with the present study. From different books, articles, researches and web searches, general concept of teachers’ and students’ perception on homework has clear. Literature review helped me to obtain the theoretical and practical knowledge for the previous researches.

The study of Humagain (2006) helped me to formulate objectives. The study of ‘Teachers perception on homework’ by Fawzy (2012) helped me to know about teachers’ perception on homework to learn English language. The study of “What Students’ say about homework by Sharma and Sharma (2016) helped me to know about students’ perception on homework regarding English learning. Likewise, the study of Ojha (2017) helped me to make research questions and to select sample population. Paudel (2012) and Marion and McIntyre (2019) helped me to construct and develop questionnaire and understand the way of collecting the data and to develop data collections tools. As my study was based on survey research design. I got ideas on the process of it after reviewing the research works.

Conceptual Framework

It is the visual representation of the presumed relationship of the concept or variables that involves in the study.

The conceptual framework of the study is given below:



Chapter Three

Methods and Procedures of the Study

To fulfill the objectives of the study. The following method and procedures were adopted for the study.

Design of the Study

The research topic itself reveals the nature of the research to be undertaken. This design is economic and factual data. I adopt the survey research design. To define the survey research, various scholars have put their unique views. According to Cohen, Manion and Morrison (2000) surveys are the most commonly used descriptive methods in educational research and may vary from large scale government investigation to small studies carried out by a single researcher. The main purpose of survey research is to find out public opinion on certain issues; to assess certain educational programmed and to find out behavior of different professional. The purpose of study is similar to this research design so this design is chosen. I had surveyed by defining objectives, identifying target population, literature review, to determine sample total population that I was conducted survey also to generate tools for data collection by help of questionnaire, after analyzing that data, I was prepare the report of my search. It was being written in narrative way with description.

Population, Sample and Sampling Strategy

The students of Sirha district was the population of the study. Total 40 students were selected as the sample population. They were selected by using purposive non-random sampling procedure.

Research Tools

A set of questionnaire was used as a research tool for data collection. The questions were both close-ended and open-ended.

Source of Data

In order to carry out the research, both primary and secondary sources of data were used to collect information for the study.

Primary Source of Data

The primary source of data was taken from 40 students of basic level of Siraha district of community school.

Secondary source of data

I consult different books, theses, and websites which are related to my study. Some of them are Leone, C.M. & Richards, M. H. (1989), Minotti, J. (2005), Xu, J. (2005), Harmer (2008) and so on.

Data Collection Procedures

In order to collect data, eight different schools of Siraha district were visited. I built rapport and told them the purpose of my visit after entering the school. At first the principal of those schools were informed. After building rapport with authority and respondents, basic level students were selected to collect the data. I provided a set of questionnaire to the students. After that I collected the responses of the informants for analyzing in my research.

Data Analysis Procedure

Data Analysis procedure was mixed method. Quantitative data were analyzed by using simple statistical tool like percentage (%) and qualitative data were analyzed and interpreted descriptively.

Ethical considerations

While conducting research, the following research ethics were followed.

- i. Other people's feelings were sensitizing.
- ii. I made sure that I got their permission to use the information that I will be gathering.

- iii. I was focused on voluntary participation.
- iv. No harm to the participants.
- v. Professional code of conduct
- vi. Respect
- vii. I used information from the research only for the purpose for which I asked permission.

Chapter Four

Analysis and Interpretation of Data

This chapter deals with analysis and interpretation of the data from the primary sources. This study was carried out to find out the basic level students' perception on homework in English language learning classes. For this purpose, I selected 40 students from five different schools of Bariyarpatti rural municipality Sirha. The participants were asked to respond the 20 close ended questions. The analysis of the collected data has been carried out as fairly as possible under the following heading.

- i. Practice of homework in English language learning classes.
- ii. Basic level students' perception towards to learn English.

The analysis and interpretation has been done statistically and descriptively.

Analysis of Data and Interpretation of Results

The objective of the study was basic level students' perception towards homework to learn English. For eliciting the information required to meet the objective, the set of questionnaire was distributed to find out the basic level students' perception towards homework to learn English. The presentation of the data collected from the students of class 8, its analysis and interpretation has been carried out under different sub-heading below.

English Homework of Textbook

The students were provided the closed ended question, "Do you like English homework of your textbook?" followed by two alternatives; yes, and no. the responses made by participants are analyzed and presented in the following table 1.

The data presented in table 2 clearly shows that the majority of the respondents 75% opined that they were done homework 'always' and remaining 25% participants responded that they were done homework 'sometimes' and nobody opined that 'never'. It shows that most of the students always do their homework of English textbook.

Time Spend on Homework

Questions 5, 9 and 11 were related to elicit the further information about time spent on English homework. For question 5 participants were asked with three alternatives. The responses made by the participants are presented in the table 3.

Table 3: Time Spend on Homework

Questions	Options	'A'schooln(8 students)	'B'schooln(8 students)	'C'schooln(8 students)	'D'schooln(8 students)	'E'schooln (8 students)	T Student s (40)	OA %
5 How much time do you pay for doing English subject homework at your home?	a Less than thirty minutes	a 0	a 1	a 0	a 3	a 1	5	12.5
	b Thirty minutes to one hours	b 3	b 1	b 3	b 5	b 3	15	37.5
	c more than one hours	c 5	c 6	c 5	c 0	c 4	20	50

The data presented in table 3 shows that only 12.5% of respondents spent 'less than thirty minutes' time for doing English subject homework at their home, 37.5% of them spent 'thirty minutes to one hour' for doing English subject homework at their home and 50% of them spent 'more than one hours' about the time they spend for doing English homework at their home. It shows that majority of the students spend more than one hour for their English homework of students and 50% of students spend less than one hour, so teacher should provide spoken as well as written homework for better achievement in target language.

To get more information about time spent an English homework participants were asked with four alternatives, disagree, strongly disagree, agree, and strongly agree. Their responses are presented in the following table 4.

Table 4: Sufficient Time for Doing Homework

Questions	Options	'A'schooln(8 students)	'B'schooln(8 students)	'C'schooln(8 students)	'D'schooln(8 students)	'E'schooln(8 students)	T Students (40)	OA %
9 Sufficient time is given to complete homework assignment.	a Disagree	a 0	a 1	a 0	a 0	a 0	1	2.5
	b Strongly disagree	b 0	b 0	b 0	b 0	b 0	0	0
	c Agree	c 7	c 2	c 8	c 3	c 6	26	65
	d. Strongly agree	d 1	d 5	d 0	d 5	d 2	13	32.5

While analyzing the responses to the statement in the table 4, it was found that 2.5% of participants 'disagree' on sufficient time is given to complete homework assignment. Similarly, majority of participants (i.e 65%) 'Agree' on sufficient time is given to complete homework assignment, 32.5% of participants 'strongly agree' on sufficient time is given to complete homework assignment and nobody 'strongly disagree' on sufficient time is given to complete homework assignment. This data shows that majority of the participants have positive attitude towards sufficient time is given to complete homework assignment and only very little percent students have negative attitudes towards sufficient time is given to complete home assignment.

To know more information regarding time for doing homework participants were asked with four alternatives; disagree, strongly disagree, agree, and strongly agree. Their responses are presented in the following table 5

Table 5: Homework Assignments are completed on Time

Questions	Options	'A'schooln(8 students)	'B'schooln(8 students)	'C'schooln(8 students)	'D'schooln(8 students)	'E'schooln(8 students)	T Students (40)	OA %
11 Homework assignments are completed on time	a Disagree	a 0	a 0	a 0	a 0	a 0	0	0
	b Strongly disagree	b 0	b 0	b 0	b 0	b 0	0	0
	c Agree	c 1	c 2	c 8	c 7	c 8	26	65
	d. Strongly agree	d 7	d 6	d 0	d 1	d 0	14	35

The data presented table 5 shows that none of the respondents 'disagree' and 'strongly disagree' on homework assignments are completed on time, 35% strongly agree on homework assignments are completed on time but majority of students (i.e. 65%) respondent 'agree' on homework assignment completed on time. It shows that majority of the students completed their homework on time. So that they can learn different aspect of English language.

Purpose of Doing Homework

Questions 4,7,8 and 13 were related to the propose of doing homework. These are analyzed with the help of table in the following way.

Table 6: Necessity of Homework

Questions	Options	'A'schooln(8 students)	'B'schooln(8 students)	'C'schooln(8 students)	'D'schooln(8 students)	'E'schooln(8 students)	T Students (40)	OA %
4 Homework is necessary to understand English course material?	a Disagree	a 0	a 0	a 0	a 0	a 0	0	0
	b Strongly disagree	b 0	b 0	b 0	b 0	b 0	0	0
	c Agree	c 0	c 2	c 8	c 8	c 8	26	65
	d Strongly agree	d 8	d 6	d 0	d 0	d 0	14	35

While analyzing the responses of the statement of table 6, it was found that majority of the respondents 65% 'agree' on homework is necessary to understand

English course material and rest of the 35% ‘strongly agree’ on homework is necessary to understand English course material. Nobody opinioned on ‘disagree’ or ‘strongly disagree’ on homework is necessary to understand English course material. It shows that most of the students have positive thinking that homework is necessary to learn English language. They think that it helps to practice of languages items.

To elicit further information on necessity of the homework for English language learning, participants were asked with four alternatives, disagree, strongly disagree, agree, and strongly agree. Their responses about the statement, tabulation and interpretation are presented in the table 7 below.

Table 7: Homework is Necessity to Learn English Language

Questions	Options	‘A’schooln(8 students)	‘B’schooln(8 students)	‘C’schooln(8 students)	‘D’schooln(8 students)	‘E’schooln(8 students)	T Students (40)	OA %
7 I do homework because I believe it is important to learn English language?	a Disagree	a 0	a 0	a 0	a 0	a 0	0	0
	b Strongly disagree	b 0	b 0	b 0	b 0	b 0	0	0
	c Agree	c 8	c 0	c 7	c 8	c 7	30	75
	d. Strongly agree	d 0	d 8	d 1	d 0	d 1	10	25

Among the 40 respondents the collected data reveals that 25% of students ‘strongly agree’ on I do homework because I believe it is important to learn English language. Similarly 75% of them ‘agree’ I do homework because I believe it is important to learn English language and nobody opinioned on the option a or b on I do homework because I believe it is important to learn English language It means majority of students believe that homework is necessity to learn and understand English language.

Table 8: Learning Happens Outside School

Questions	Options	'A'schooln(8 students)	'B'schooln(8 students)	'C'schooln(8 students)	'D'schooln(8 students)	'E'schooln(8 students)	T Students (40)	OA %
8 I believe homework helps you realize that learning happens outside school	a Disagree	a 0	a 0	a 1`	a 0	a 0	1	2.5
	b Strongly disagree	b 0	b 0	b 0	b 0	b 0	0	0
	c Agree	c 4	c 2	c 7	c 8	c 8	29	72.5
	d. Strongly agree	d 4	d 6	d 0	d 0	d 0	10	25

While analyzing the responses of question in table 8, it was found that 25% of students 'strongly agree' on I believe homework helps you realize that learning happens outside school. Similarly, majority of the students i.e 72.5% 'agree' on I believe homework helps you realize that learning happens outside school, 2.5% of students 'disagree' and nobody opined 'strongly disagree' on I believe homework helps you realize that learning happens outside school. This data shows that majority of the students realized that learning happens outside the school.

Table 9: Enjoying of Doing English Subject homework

Questions	Options	'A'schooln(8 students)	'B'schooln(8 students)	'C'schooln(8 students)	'D'schooln(8 students)	'E'schooln(8 students)	T Students (40)	OA %
13 Do you enjoy doing English subject homework?	a yes	a 8	a 6	a 8	a 8	a 7	37	92.5
	b No	b 0	b 2	b 0	b 0	b 1	3	7.5

The data presented table 9 shows that 92.5% students are enjoying doing homework but 7.5% students do not enjoy doing English subject homework. It shows that the variety of homework is neglected by the teacher so the teacher should provide variety of homework so that rest of students can enjoy doing homework.

The Advantage of the Homework

Students were provided a close-ended and open ended question “The researcher finds out responses of participants followed by alternatives as well as free questions. Their responses are presented in table or description.

Table 10: Importance of Homework for English Language Learning

Questions	Options	‘A’schooln(8 students)	‘B’schooln(8 students)	‘C’schooln(8 students)	‘D’schooln(8 students)	‘E’schooln(8 students)	T Students (40)	OA %
15 Is homework important for English language learning?	a Disagree	a 0	a 0	a 0	a 0	a 0	0	0
	b Strongly disagree	b 0	b 0	b 0	b 0	b 0	0	0
	c Agree	c 6	c 0	c 8	c 3	c 7	24	60
	d. Strongly agree	d 2	d 8	d 0	d 5	d 1	16	40

While analyzing the responses of questions in table 10, it was found that 60% of the students ‘agree’ on homework is important for English language learning. Similarly, 40% of the students ‘strongly agree’ agree’ on homework is important for English language learning and nobody opined ‘disagree’ and ‘strongly disagree’ agree’ on homework is important for English language learning. This data shows that majority of the students know the importance of English homework to learn English language.

Table 11: Check of English Subject Homework

Questions	Options	'A'schooln(8 students)	'B'schooln(8 students)	'C'schooln(8 students)	'D'schooln(8 students)	'E'schooln(8 students)	T Students (40)	OA %
3 How often do you expect your English subject homework checked?	a Daily	a 0	a 6	a 0	a 8	a 0	14	35
	b Twice a week	b 8	b 2	b 5	b 0	b 4	19	47.5
	c Once a week	c 0	c 0	c 3	c 0	c 4	7	17.5

Among the 40 respondents the collected data reveal that 35% of the students daily expect their English subject homework to be checked. Similarly 47.5% expect their English subject homework to be checked twice a week and only 17.5% expect their English subject homework to be checked once a week. It means majority of the students expect their homework daily.

Table 12: Notebook for English Subject

Questions	Options	'A'schooln(8 students)	'B'schooln(8 students)	'C'schooln(8 students)	'D'schooln(8 students)	'E'schooln(8 students)	T Students (40)	OA %
17 Do you have fair copy and rough copy for English subject?	a You have both rough copy and fair copy	a 4	a 8	a 3	a 6	a 4	25	62.5
	b you have only rough copy	b 4	b 0	b 5	b 2	b 4	15	37.5

It was found that most of the respondents i.e. 62.5% ' have both rough copy and fair copy and 37.5% participants have only rough copy the above mention data shows that 62.5% students have both rough and fair copy for English homework and remaining 37.5% have only rough copy for English homework. This data also shows that administration or subject teacher don't force students to manage rough as well as fair copy for students.

Table 13: Homework Assignment is just busy work

Questions	Options	'A'schooln(8 students)	'B'schooln(8 students)	'C'schooln(8 students)	'D'schooln(8 students)	'E'schooln(8 students)	T Students (40)	OA %
20 Is homework assignment just busy work?	a Yes	a 0	a 0	a 0	a 0	a 0	0	0
	b No	b 8	b 8	b 8	b 8	b 8	40	100

The above presented table shows that 100% students believed that home assignment for English subject is not just a busy work rather it helps them to learn different aspect of English language to learn English language.

The open ended questionnaire related to the advantage of English homework is question number 12, 23, and 24. These are analyzed in the following paragraphs.

From the above questionnaire the researcher concludes that homework helps to develop good study habits such as good time management and organization. Students believed that homework instill important value such as independence, responsibility, preservance, involvement. Homework helped students to attain higher academic scores. Most of the students also believed that learning happen outside school and improves skill learnt at school and so on.

The Disadvantage of Homework

Students were provided close-ended questions with two alternatives that i.e. 'when you don't understand teacher's instruction' and 'when you don't know word meaning and grammar'. Their responses are presented in table 14.

Table 14: The Disadvantage of Homework

Questions	Options	'A'schooln(8 students)	'B'schooln(8 students)	'C'schooln(8 students)	'D'schooln(8 students)	'E'schooln(8 students)	T Students (40)	OA %
18 When do you feel English subject homework difficult?	a When you do not understand teacher's instruction	a 0	a 0	a 3	a 7	a 1	11	27.5
	b When you do not know word meaning and grammar	b 8	b 8	b 5	b 1	b 7	29	72.5

From the table it was shown that 27.5% student feel difficulties of doing English subject homework when they do not understand teachers' instruction and 72.5% students feel difficulties of doing English subject homework when they do not know word meaning and grammar.

This data reveal that majority of students feel difficulties of doing English homework when they do not know the word meaning and grammar. So teacher should provide word meaning homework and instruct them with grammatical aspect of English language in order to eliminate the word meaning and grammatical problem of English language.

To get more information about disadvantages of English homework with two alternatives 'yes' and 'no'. Their responses are presented in the table 15.

Table 15: English Homework Diary

Questions	Options	'A'schooln(8 students)	'B'schooln(8 students)	'C'schooln(8 students)	'D'schooln(8 students)	'E'schooln(8 students)	T Students (40)	OA %
16 Do you have homework diary?	a yes	a 0	a 0	a 0	a 0	a 0	0	0
	b No	b 8	b 8	b 8	b 8	b 8	40	100

Among 40 respondents the collected data reveal that 100% students responded ‘no’ and none of the students responded ‘yes’. None of the students have homework diary; there is no provision of homework dairy system in their school.

Students were provided a question “Does your English teacher give reward (pen, copy) if you do English subject homework regularly and correctly” followed by two alternatives; yes, no. their responses are presented in the table 19.

Table 16: Reward for English Subject

Questions	Options	‘A’schooln(8 students)	‘B’schooln(8 students)	‘C’schooln(8 students)	‘D’schooln(8 students)	‘E’schooln(8 students)	T Students (40)	OA %
19 Does your English teacher give reward (pen, copy) if you do English subject homework regularly and correctly?	a Yes	a 0	a 0	a 0	a 0	a 0	0	0
	b No	b 8	b 8	b 8	b 8	b 8	40	100

The data presented in table 19 shows that 100% student responded ‘no’ and none of the respondent responded ‘yes’ it means there is no provision of reward for the students who does homework regularly and correctly.

Table 17: Homework is Difficult to Complete

Questions	Options	'A'schooln(8 students)	'B'schooln(8 students)	'C'schooln(8 students)	'D'schooln(8 students)	'E'schooln(8 students)	T Students (40)	OA %
10 Homework is too difficult to complete.	a yes	a 3	a 0	a 0	a 0	a 1	4	10
	b No	b 5	b 8	b 8	b 8	b 7	36	90

The data presented in the table 17 shows that majority of students (i.e.90%) responded 'no' on homework is too difficult to complete and 10% of the students feel English homework difficult when they don't understand teachers' instruction and word meaning or grammar of English language.

Table 18

Ways of Checking English Subject Homework

Questions	Options	'A'schooln(8 students)	'B'schooln(8 students)	'C'schooln(8 students)	'D'schooln(8 students)	'E'schooln(8 students)	T Students (40)	OA %
. 14 How do you like your English subject written homework should be checked?	a By teacher correction	a 8	a 6	a 8	a 4	a 7	33	82.5
	b By peer correction	b 0	b 2	b 0	b 1	b 1	4	10
	c By self correction	c 0	c 0	c 0	c 3	c 0	3	7.5

According to the data presented in table 18, majorities of the students 82.5% prefer to be checked their English subject homework by teacher correction and 10% of them prefer to be checked their English subject homework 'by peer correction' and only 7.5% students prefer to be checked their English subject homework by self correction. It shows that 82.5% students like their written homework to be checked by the teacher and rest of students like their homework to be checked by peers, and by

self correction technique. Teacher should adopt the different techniques to check the written homework of the students.

Table 19: Correction and Suggestion of English Homework

Questions	Options	'A'schooln(8 students)	'B'schooln(8 students)	'C'schooln(8 students)	'D'schooln(8 students)	'E'schooln(8 students)	T Students (40)	OA %
. 6 Do you prefer lots of correction and suggestion in your English subject written homework?	a yes	a 8	a 7	a 8	a 6	a 7	36	90
	b No	b 0	b 1	b 0	b 2	b 1	4	10

The data presented table 19 shows that 90% of students preferred lots of correction and suggestion in their English subject written homework and 10% of remaining students did not prefer lots of correction and suggestion in their English subject written homework. This data shows that the majority of students prefer lots of corrections and suggestions in their written homework. They feel that they can learn a lot of things from the correction and few students do not prefer lots of correction and suggestion in their written homework. They feel shocked if they get their copy back with full of correction with red ink.

Parents Involvement

In ordered to find out the parents involvement in English homework, the students were asked with question with two alternatives yes, no. their responses are presented in table 20.

Table 20: Parents Involvement in English homework

Questions	Options	'A'schooln(8 students)	'B'schooln(8 students)	'C'schooln(8 students)	'D'schooln(8 students)	'E'schooln(8 students)	T Students (40)	OA %
12 Do you guardians encourage you to do English subject homework at home?	a yes	a 8	a 8	a 8	a 8	a 7	39	97.5
	b No	b 0	b 0	b 0	b 0	b 1	1	2.5

The presented table 12 shows that 97.5% of the students' guardians encouraged them to do English subject homework and remaining 2.5% students' guardians did not encourage them to do English subject homework. This data show that most of the students are encouraged to doing homework by their parents and very few students are not encouraged by the parent to do homework i.e. they have to do homework themselves at their home.

Chapter Five

Findings, Conclusion and Implications

In this chapter, I have presented the findings, conclusion and implications of the research of the study on the basis of the analysis and interpretation of the results. The following findings, conclusion and implications have been drawn on the analyzed data separately.

Findings

On the basis of analysis and interpretation of the data the following figures are drawn:

- i. All the participants prefer to do English homework of their textbook.
- ii. Most of the students always do their homework of English textbook because it helps to practice the language items. A few students do their English subject homework sometimes.
- iii. Half of the student (i.e. 50%) students pay less than one hour to deal with English subject homework.
- iv. Majority of the students have positive attitude towards sufficient time is given to complete homework assignment and only very little percentage students have negative attitude towards sufficient time is given to complete home assignment.
- v. Most of the students completed their homework on time. So that they can learn different aspect of language.
- vi. Homework is necessary to learn English language.
- vii. It was shown that 27.5% students feel difficult English subject homework when they do not understand teachers' instruction; 72.5% students feel difficult English subject homework when they do not know word meaning and grammar.
- viii. Most of the students (i.e. 82.5%) like their homework to be checked by teacher. Rest of the students like their homework to be checked by peers and by self correction.
- ix. Most of the students (i.e. 97.5%) are encouraged to do homework by their guardians at their home.

- x. There is no provision of reward for the students who does homework regularly and correctly.
- xi. Most of the students are enjoying doing homework. 7.5% students do not enjoy doing English subject homework they just do homework forcely.
- xii. None of the students have homework diary; there is no provision of homework diary system in their school.
- xiii. Most of the students have both rough and fair copy and 37.5% students have only rough copy.
- xiv. About half of the students (i.e. 47.5%) expect their homework checked twice a week and rest of the students expect their homework be checked daily and once a week.
- xv. Most of the students (i.e.90%) prefer lots of correction and suggestion in their written homework.
- xvi. Only 10% students do not prefer lots of correction and suggestions in their written homework. They feel shocked if they get their copy back with full of correction with red ink

Conclusions

Homework is as old as schooling itself. It has always existed and will probably continue to exist in the future. Over the years, it has formed its own hidden culture: how it is perceived, designed, assigned, completed, and corrected. In spite of its obvious gap, the homework culture overrules and dominates perception and practices, regardless of the setting.

Moreover, teachers, students, and parents' alike have contributed in forming and shaping homework culture; they accept it, expect it, or live with it. Homework has become part of their daily practice and routines. The important point is that all the three parties, teachers, parents, and students should see eye to eye regarding homework advantages and positive effects on students' performance and achievement. The main objectives of the study were to explore the basic level students perception towards homework to learn English. This study is based on survey research design. I have used purposive sampling procedure i.e. non-random judgmental sampling procedure to ful fills the objectives. The questionnaire was the

tool to collect the data. The total size consists of 40 students of five different schools of Bariyarpatti rural municipality.

On the basis of rigorous analysis and interpretation of the data, it can reveal that majority of the students have positive attitude towards doing English Subject homework. None of the students have homework diary system in their school and there is no provision of reward for the students who does homework correctly and regularly.

I found this study is worthy to carry out as I am teacher who experienced difficulties in English teaching: I found many students have positive attitude towards of doing English homework though some students dislike homework because of various reason i.e. when they do not understand teachers' instruction and word meaning and grammar so that teacher should emphasis on grammar and vocabulary while teaching in the classroom.

Implications

Implications were based on the finding and conclusion of the study.

On the basis of finding and conclusions of the research, the information's' have been made at three levels (policy related, practice related and further research related) regarding basic level students' perception towards homework to learn English

Policy Related

Making a policy is an important step for implementing any policy effective because it gives clear road map to implement that policy effective in the field. So, on the basis of findings derived from analysis and interpretation. This study recommends the policy related recommendations as following:

- i. Ministry of Education should make a plan for the provision of homework diary in all the communities' school of Nepal.
- ii. The school administration should make a plan to teach word meaning and grammar before assigning the homework of English subject.

- iii. The administration should make the strategy for the provision of reward for these students who does homework regularly and correctly.

Practice Related

Some students feel English subject homework difficult due to lack of word power, grammar and teachers' instruction. Hence, it is suggested that all teachers should teach word meaning and grammar properly while assigning homework. Similarly, a clear instruction makes the students easy to do homework.

- i. Teacher should assign different tasks for homework on the basis of student's interest and ability.
- ii. All guardians should encourage their children to do homework at home
- iii. As shown by the research data, most of the students do not seem interested in self correction and peer correction techniques. Hence it is recommended that to make the learner autonomous, teacher should encourage all the students in self correction and peer correction of their homework.

Future Research Related

The presented research is unable to occupy several area related to the topic. The followings of the study might not be generalized to all contexts as it has a lot of limitations. It has limitation in terms of population, sampling data, collection tools and so on. So further researches can be conducted concerning the limitation of the research. There are some of other related areas are recommended for further research.

- i. To explore more deeply and more specifically teachers' attitudes and opinions on homework.
- ii. Researcher can focus on teaching belonging to specific disciplines like science, math.
- iii. Techniques for teaching and studying these subjects can vary and ultimately affect the frequency and kind of homework given.
- iv. Impact of doing and not doing homework from teachers' perspectives.

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Appendices

Questions	Options	'A'schooln(8 students)	'B'schooln(8 students)	'C'schooln(8 students)	'D'schooln(8 students)	'E'schooln(8 students)	T Students (40)	OA %
1 Do you like English homework of your textbook?	a Yes b No	a 8 b 0	a 8 b 0	a 8 b 0	a 8 b 0	a 8 b 0	40 0	100 0
2 How often do you do English subject homework?	a Always b Sometime c Never	a 4 b 4 c 0	a 8 b 0 c 0	a 8 b 0 c 0	a 8 b 0 c 0	a 2 b 6 c 0	30 10 0	75 25 0
3 How often do you expect your English subject homework checked?	a Daily b Twice a week c Once a week	a 0 b 8 c 0	a 6 b 2 c 0	a 0 b 5 c 3	a 8 b 0 c 0	a 0 b 4 c 4	14 19 7	35 47.5 17.5
4 Homework is necessary to understand English course material?	a Disagree b Strongly disagree c Agree d Strongly agree	a 0 b 0 c 0 d 8	a 0 b 0 c 2 d 6	a 0 b 0 c 8 d 0	a 0 b 0 c 8 d 0	a 0 b 0 c 8 d 0	0 0 26 14	0 0 65 35
5 How much time do you pay for doing English subject homework at your home?	a Less than thirty minutes b Thirty minutes to one hours c more than one hours	a 0 b 3 c 5	a 1 b 1 c 6	a 0 b 3 c 5	a 3 b 5 c 0	a 1 b 3 c 4	5 15 20	12.5 37.5 50
6 Do you prefer lots of correction and suggestion in your English subject written homework?	a yes b No	a 8 b 0	a 7 b 1	a 8 b 0	a 6 b 2	a 7 b 1	36 4	90 10
7 I do homework because I believe it is important to learn English language?	a Disagree b Strongly disagree c Agree d. Strongly agree	a 0 b 0 c 8 d 0	a 0 b 0 c 0 d 8	a 0 b 0 c 7 d 1	a 0 b 0 c 8 d 0	a 0 b 0 c 7 d 1	0 0 30 10	0 0 75 25
8 I believe homework helps you realize that learning happens outside school.	a Disagree b Strongly disagree c Agree d. Strongly agree	a 0 b 0 c 4 d 4	a 0 b 0 c 2 d 6	a 1 b 0 c 7 d 0	a 0 b 0 c 8 d 0	a 0 b 0 c 8 d 0	1 0 29 10	2.5 0 72.5 25
9 Sufficient time is given to complete homework assignment.	a Disagree b Strongly disagree c Agree d. Strongly agree	a 0 b 0 c 7 d 1	a 1 b 0 c 2 d 5	a 0 b 0 c 8 d 0	a 0 b 0 c 3 d 5	a 0 b 0 c 6 d 2	1 0 26 13	2.5 0 65 32.5
10 Homework is too difficult to complete.	a yes b No	a 3 b 5	a 0 b 8	a 0 b 8	a 0 b 8	a 1 b 7	4 36	10 90
11 Homework assignments are	a Disagree b Strongly	a 0 b 0	a 0 b 0	a 0 b 0	a 0 b 0	a 0 b 0	0 0	0 0

completed on time.	disagree c Agree d. Strongly agree	c 1 d 7	c 2 d 6	c 8 d 0	c 7 d 1	c 8 d 0	26 14	65 35
12 Do you guardians encourage you to do English subject homework at home?	a yes b No	a 8 b 0	a 8 b 0	a 8 b 0	a 8 b 0	a 7 b 1	39 1	97.5 2.5
13 Do you enjoy doing English subject homework?	a yes b No	a 8 b 0	a 6 b 2	a 8 b 0	a 8 b 0	a 7 b1	37 3	92.5 7.5
14 How do you like your English subject written homework should be checked?	a By teacher correction b By peer correction c By self correction	a 8 b 0 c 0	a 6 b 2 c 0	a 8 b 0 c 0	a 4 b 1 c 3	a 7 b 1 c 0	33 4 3	82.5 10 7.5
15 Is homework important for English language learning?	a Disagree b Strongly disagree c Agree d. Strongly agree	a 0 b 0 c 6 d 2	a 0 b 0 c 0 d 8	a 0 b 0 c 8 d 0	a 0 b 0 c 3 d 5	a 0 b 0 c 7 d 1	0 0 24 16	0 0 60 40
16 Do you have homework dairy?	a yes b No	a 0 b 8	a 0 b 8	a 0 b 8	a 0 b 8	a 0 b 8	0 40	0 100
17 Do you have fair copy and rough copy for English subject?	a You have both rough copy and fair copy b you have only rough copy	a 4 b 4	a 8 b 0	a 3 b 5	a 6 b 2	a 4 b 4	25 15	62.5 37.5
18 When do you feel English subject homework difficult?	a When you do not understand teacher's instruction b When you do not know word meaning and grammar	a 0 b 8	a 0 b 8	a 3 b 5	a 7 b 1	a 1 b 7	11 29	27.5 72.5
19 Does your English teacher give reward (pen, copy) if you do English subject homework regularly and correctly?	a Yes b No	a 0 b 8	a 0 b 8	a 0 b 8	a 0 b 8	a 0 b 8	0 40	0 100
20 Is homework assignment just busy work?	a Yes b No	a 0 b 8	a 0 b 8	a 0 b 8	a 0 b 8	a 0 b 8	0 40	0 100

I would like to invite to you to take part in research entitled **Basic Level Students' Perception on Homework in English Language Learning Classes** which aims to explore the Basic Level Students' perception towards homework to learn English Language. This research is an effort towards exploring the basic level student's perception on homework of Baiyarpati rural municipality of the Sirha district. This study will take place under the supervision of Dr. Renu Singh, Lecturer, Department of English Education.

This study includes open and closed ended questionnaire as a research tool to collect the data, you will be asked to share your experiences and perception on homework. The following questions are asked and you are humbly requested to attempt the following questions.

Researcher

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Kirtipur, Kathmandu

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Name: -----

Class:-----

Roll No: -----

Name of the School: -----

Address: -----

Closed ended questions

Tick the best answer

1. Do you like English homework of your textbook?
 - a. Yes
 - b. No
2. How often do you do English subject homework?
 - a. Always

- b. Sometimes
 - c. Never
3. How often do you expect your English subject homework checked?
- a. Daily
 - b. Twice a week
 - c. Once a week
4. Homework is necessary to understand English course material?
- a. Disagree
 - b. Strongly disagree
 - c. Agree
 - d. Strongly agree
5. How much time do you pay for doing English subject homework at your home?
- a. Less than thirty minutes
 - b. Thirty minutes to one hours
 - c. More than one hours
6. Do you prefer lots of correction and suggestion in your English subject written homework
- a. Yes
 - b. No
7. I do homework because I believe it is important to learn English language?
- a. Disagree
 - b. Strongly disagree
 - c. Agree
 - d. Strongly agree
8. I believe homework helps you realize that learning happens outside school.
- a. Disagree
 - b. Strongly disagree
 - c. Agree
 - d. Strongly agree
9. Sufficient time is given to complete homework assignment.
- a. Disagree
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 - c. Agree

- d. Strongly agree
10. Homework is too difficult to complete.
- a. Yes
 - b. No
11. Homework assignments are completed on time.
- a. Disagree
 - b. Strongly disagree
 - c. Agree
 - d. Strongly agree
12. Do your guardians encourage you to do English subject homework at home?
- a. Yes
 - b. No
13. Do you enjoy doing English subject homework?
- a. Yes
 - b. No
14. How do you like your English subject written homework should be checked?
- a. By teacher correction
 - b. By peer correction
 - c. by self correction
15. Is homework important for English language learning?
- a. Disagree
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 - c. Agree
 - d. Strongly agree
16. Do you have homework dairy?
- a. Yes
 - b. No
17. Do you have fair copy and rough copy for English subject?
- a. You have both rough copy and fair copy
 - b. You have only rough copy
18. When do you feel English subject homework difficult?
- a. When you do not understand teacher's instruction
 - b. When you do not know word meaning and grammar

19. Does your English teacher give reward (pen, copy) if you do English subject homework regularly and correctly?

a. Yes

b. No

20. Is homework assignment just busy work?

a. Yes

b. No

Open Ended Questions

21. What do you think about doing homework?

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22. How does homework impact your English language learning?

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23. What are the affects of homework on you?

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24. What are the benefits of home assignment to you in English learning?

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25. Why do you dislike homework?

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