Nepalese Students' Reluctance to Submit Homework in Online Classes

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Abstract

This Exploratory Action Research (EAR) investigation was carried out in Nepal and involved 40 secondary school students aged 13 to 15. The primary purpose of the research was to explore the reasons why students were reluctant to submit their English homework in their online classes in the second phase of the COVID-19 pandemic and implement actions in class so that students revert to submitting homework at the level before the global health crisis. In the exploratory phase, the teacher-researcher used a Google form questionnaire, focus group discussions, peer observation and a reflective journal for data gathering. Based on the findings, which showed that students liked homework but not the way it was assigned, the teacher-researcher prepared a 6-point action plan and changed the frequency and type of homework as well as the way feedback was provided. The intervention involved the use of educational web tools and the creation of a dedicated Facebook group to share students' ideas. The outcomes of the intervention were evaluated by the same tools (Google form, focus group discussions, peer observation and reflective journal). The findings show that the majority of the students were satisfied with the new-style homework routine and there was a considerable rise in regular homework submission rates. The EAR report also describes the ongoing support received by the teacher-researcher (first author) and her mentor (second author) denoting that their regular collaboration has contributed greatly to the well-organized carrying out of the research project and its successful accomplishment.

Keywords: homework submission; online learning; technological tools; feedback; rapport building

Introduction

Homework is seen as an intrinsic part of school life; teachers routinely set homework and pupils expect to be given some to do. Cooper et al. (2006, 1) define homework as "tasks assigned to students by schoolteachers that are meant to be carried out during non-school hours". Homework is assigned to students to revise the material taught in their free time and is, therefore, aimed at consolidating their learning. It also gives them a degree of freedom as they can accomplish tasks at their own pace. Appropriate homework has been shown to have several benefits. Cooper et al. (2006) state that there is "generally consistent evidence for a positive influence of homework on achievement" (1). Their meta-analysis research study found that there is a correlational relationship between the amount of homework and academic

achievement. Remarkably, compared to kindergarten through sixth grade, there seems to be a stronger correlation between homework and academic achievement in grades seven through twelve (Cooper et al., 2006). In addition to improving goal setting, time management, and attention span, homework assignments can also strengthen the development of self-regulation processes and self-efficacy beliefs (Bembenutty, 2011). In particular, high achievers claim that they have to work more than low achievers to organize their workplace, schedule their time, deal with distractions, sustain motivation, and regulate their emotions when doing homework (Xu, 2009).

However, some researchers disagree with setting homework and argue that it creates inequality for students from marginalized family backgrounds. Kralovec and Buell (2000) present solid arguments against homework claiming that it puts learners from families with limited resources at a disadvantage as students struggle to finish their assignments due to their socio-economic circumstances. They may not get support from their parents or guardians, and they may not have time to complete their homework because of their household chores (Jimissa, 2021) or owing to the sheer amount of homework set by teachers of different subjects (Rai, 2021). Jimissa argues that parents' and guardians' involvement in homework completion is significant.

Both parents and pupils should know the importance of homework for learning. Costley (2013), in his systematic review, argues that homework has both positive and negative aspects. On the one hand, homework can enhance independent learning, and parents can see the progress of their children. On the other hand, overtly repetitive homework leads to boredom and disengagement. Rai (2021) in her EAR study entitled 'Why does homework cause stress on students?' found that too much homework in several subjects did indeed cause stress in her students. She reduced the frequency of homework and asked her students to submit it in any form they liked: for example, they could choose to hand in written notes or make oral or PowerPoint presentations on the same topic collaborating with a partner or a group that they chose. Subsequently, she found that the rate of homework submission increased in her class.

Although homework plays a significant role in developing academic excellence and maintaining students' self-discipline, it is still often perceived as a burden. Students generally do not enjoy doing their homework if they do not understand the task and when it takes them too long to finish. Harmer (2008) points out that students usually do not like doing their homework when teachers provide them with uninteresting assignments.

As a teacher in grade 8 (age range 13-15), I also became concerned because many of my students did not submit their homework in my online English classes at the time of the pandemic. I wondered if the reason was that they did not like the kind of homework that I assigned them. I contacted my mentor, Gyanu, with whom I had already worked in a mentor-mentee relationship for several years, and we decided to carry out an Exploratory Action Research (EAR) project. A mentor is a more experienced teacher than a mentee and their task is to help the mentee to explore and reflect on the solutions to the problems that have been identified. The mentor-mentee relationship is significant in EAR. The latter is practice-based research that aims at solving classroom issues through exploration and action. Smith and Rebolledo (2018) argue that "EAR is an effective way to address and cope with genuine issues in the classroom since it enables teachers to gain a better understanding of their classroom contexts and develop appropriate ways of teaching" (p. 4). Gyanu and I decided to explore the reasons behind low homework submission rates. I also wanted to develop my understanding of online classroom settings and improve my practice through an EAR intervention.

In order to do so, I clarified the objectives of the EAR project presented here. These were to discover the causes of students' reluctance to submit homework, explore ways to improve the situation and implement actions in class so that my students could connect more effectively with their lessons and continue to receive quality education even during the pandemic.

Background

When the world was hit by COVID-19, everything ground to a halt and education was no exception. In Nepal, during the nationwide lockdown starting on 24 March 2020, schools, colleges and universities remained closed physically and distance learning was introduced. My school followed suit and conducted online classes for all our students from grades 6 to 12 (ages 11 to 18). During the first wave of COVID-19, all of us teachers were quite excited since we needed to move our classes to an online platform for the first time, which was challenging. Teachers had to adjust and update themselves with the new context, scavenging, surfing, and attending webinars and online training sessions to equip themselves with digital knowledge and skills so that they could continue teaching during the emergency created by the pandemic.

My students were even more excited because classes were set up in a way that they could use their digital devices. Therefore, our students seemed motivated to learn online in the first phase of the pandemic (lasting from March to July 2020 in Nepal) but the same level of enthusiasm seemed to have evaporated by the start of the second wave of COVID-19 in April 2021. I could see my students gradually losing interest in classes delivered online and one of the signs was that many of them had stopped submitting their homework.

Giving homework at the end of the lesson is considered an important part of lesson planning in the Nepalese context. It is meant to enhance the productivity, creativity, and critical thinking of the students and keep them connected with the material taught. During face-to-face classes, ensuring students did their homework and submitted it on time was easy. If they did not hand in their homework, we could ask them why, and make them submit it later. In online classes, it was not possible to communicate in the same way. Students appeared to be taking advantage of the situation and skipped doing their homework. Over a month, only about 30% submitted homework regularly. This situation became more and more concerning for me because I believe homework is important for students to review the material discussed in the lesson and reinforce the skills they have already acquired. It was high time to explore the issue more closely during this phase of the pandemic. Therefore, I conducted the Exploratory Action Research described below from July to December 2021.

Planning for Exploration

At the very beginning, my "research question" was fairly unfocused and primarily reflected the doubts I had regarding my performance: 'What is wrong with my online English classes?' As mentioned in the Introduction, it was at this point that I contacted Gyanu, who had been mentoring me since 2019. I was aware of how much homework I was assigning to the students. However, I was not sure whether my students perceived homework as a burden or if there were some other reasons behind their apparent reluctance to submit homework in my online classes. During one mentoring session, Gyanu asked me various questions and our mentoring dialogue made me reflect on my classroom issues. Gyanu elicited the problems by asking questions for clarification and deeper meaning. She reflected on the problem and presented some alternatives. That helped me focus on only one group of students in whose class I seemed to be facing the

most challenges. Once we agreed that they should be chosen as the target group for exploration and action, we got down to planning the stages of EAR.

The total number of students in that group (8D) was 40, however only 80 percent of students joined the online classes regularly, and very few of them sent in their homework. We narrowed down the research topic to 'Students' reluctance to submit their homework in online classes'. Then we formulated the exploratory research questions based on our previous mentoring sessions:

1. How do my students feel about English homework?
2. Why do I think my students don't like to do their homework?
3. Do they have enough time and exposure to the target language to accomplish and submit their assignments?
4. What kinds of home assignments do my students expect from their English language classes?

Designing Data Collection Tools for Research

With Gyanu's help, I designed a Google form questionnaire (see Appendix A), set up focus group discussions, and I also kept a reflective journal. The questionnaire contained both open and closed questions related to our online classes and English homework. Altogether 23 students (out of 40) sent back the Google forms that were filled out in English. Since English is the medium of instruction, we often try to communicate in English even in an out-of-classroom context. After looking at the responses, I arranged for focus group discussions with nine students in three breakout rooms in Zoom. The discussions took place for about 30 minutes. I talked with them in their mother tongue (Nepali) to explore the issues more deeply. I asked them about their perceptions of homework, preferred ways of homework submission, and the challenges they faced in homework completion and submission. I recorded their responses, translated them into English, and analyzed the content. Furthermore, I wrote entries in my reflective journal after my online classes and kept a record of the homework submitters in Google Docs. I also received information by talking with colleagues and parents in virtual meetings and via telecommunication. I learned from the discussions with colleagues that the students of that class (8D) had not submitted homework for other subjects either. The parents that I consulted often told me that they did not know much about homework assigned to their children. The data I gathered was, therefore, triangulated, so Gyanu and I were ready to begin the analysis.

Findings From the Exploratory Phase

While analyzing the data gathered, I found that I had a misconception about my students' reluctance to submit homework. I thought that they didn't like doing their English homework, and that is why they didn't submit it. However, most of the students (more than 90% in the Google form questionnaire) responded that they liked doing their homework.
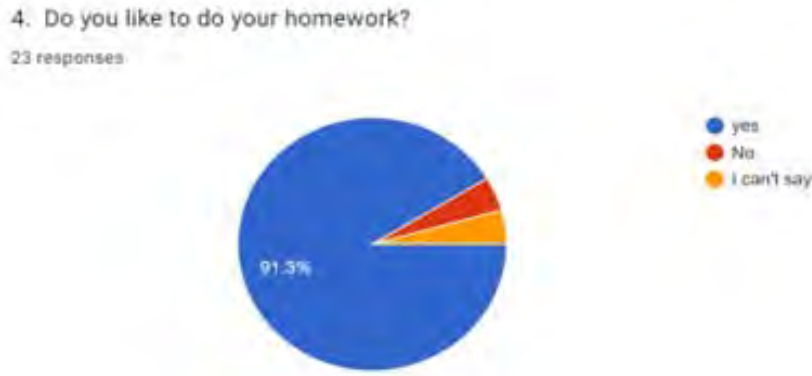
4. Do you like to do your homework?

23 responses

Figure 1.
Students' preference for homework (survey results)

Rather they wanted to get their homework promptly checked with some scores and positive feedback. Samir (all names have been changed to protect students' identities), for example, said "I used to do my homework in face-to-face classes because I got good comments from the teacher but in online classes I do not get responses and smileys and I do not feel like doing my homework". Some said that they needed more time to submit their homework and that they were expecting homework tasks to be creative and innovative. I came to understand that giving too much homework discourages the students as they are not given enough time to explore and submit on time. I realized students needed clear notifications and instructions on homework and the appropriate app should be employed for this. Tara was quite vocal about her suggestions:

> *Teach lessons like Stories, play Games Like Yesterday we played, and Give us a little Homework, When teachers give us Homework in DN* there is no notification of Homework I think there is no Homework so I request to give Homework in Google Classroom because in Google classroom there is a notification of Homework.*
> *DN = Digital Nepal, the Learning Management System used at our school

I used to assign the same kind of homework to everyone, but students wanted to be autonomous and incorporate technological knowledge and skills when doing their homework. Keshav said that he did not like the process of doing homework in his exercise book by hand, then taking a screenshot and uploading it in the Digital Nepal app: *"I like doing presentations and doing project quizzes … rather than writing in copy."*

In the focus group discussions, my students revealed that they needed to do their homework themselves without their parents' or guardians' support. They stated that I would need to give them extra time to submit their homework since they had only recently joined the online classes and did not have anyone to help them with their studies. In Roshan's words:

> *"There is no one to help me with my homework i am also new in technology, I cannot search for homework and do not know how to submit it, I wish someone helped me."*

The students also asked me to provide extra help and explain in class how to submit their homework through the Digital Nepal app as this was the Learning Management System (LMS) that the school had introduced a short while before. Some students felt that homework

should be a repeat of the work done in class so that they could revise it at home and submit it on time as well. For example: *"I can do homework if you ask for the classwork as homework later. Because I get a chance to learn how to do it in the classroom."* (Sujata)

It became clear that I needed to be more realistic in my expectations when setting home assignments, and I should also be able to innovate. Before this EAR project, I usually set the same assignment to everyone in the class asking them to work in their exercise books and then scan and upload their homework. My survey results showed that almost four-fifths of the students mentioned writing among their preferred forms of submitting homework, between half and two-thirds also mentioned other ways of working, which reflected their differences (they were able to mention more than one item).
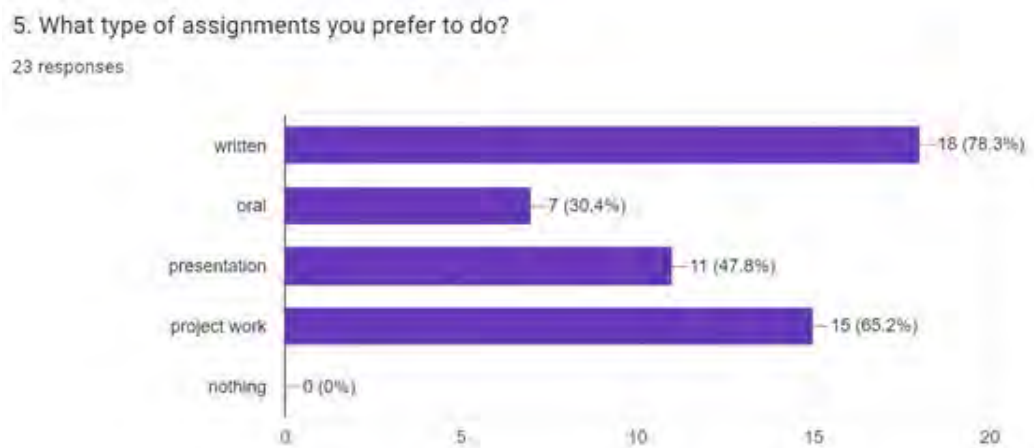

Figure 2.
Students' preferred ways of doing homework (survey results)

As mentioned above, students might not be submitting homework for lack of time on account of their family and other commitments. Figure 3 shows that almost half the students claimed that homework is taking up too much time.
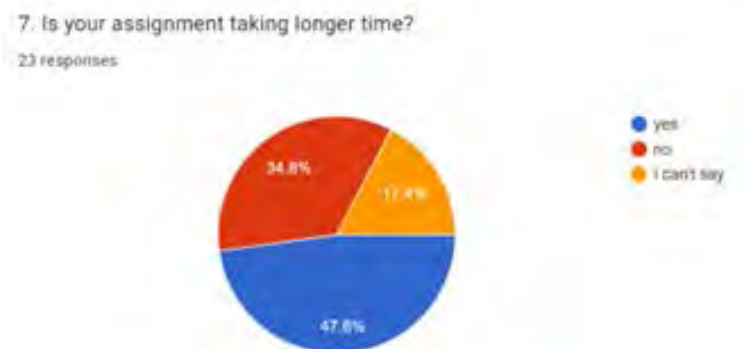

Figure 3.
Students' perceptions of the amount of time spent on homework (survey results)

10. Why don't you do your homework?
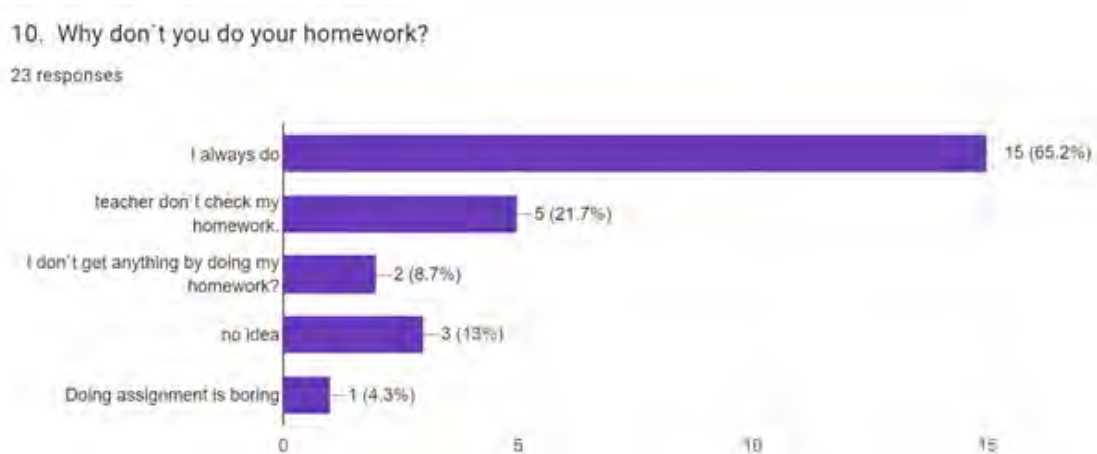
23 responses

Figure 4.
Reasons for not submitting homework (survey results)

The reverse side of this question was to find out what would make students more inclined to submit their homework. While one-third of the students were happy with homework coming from the coursebook, a lot more attached greater importance to scores given to their work and positive feedback by the teacher appreciating their efforts.
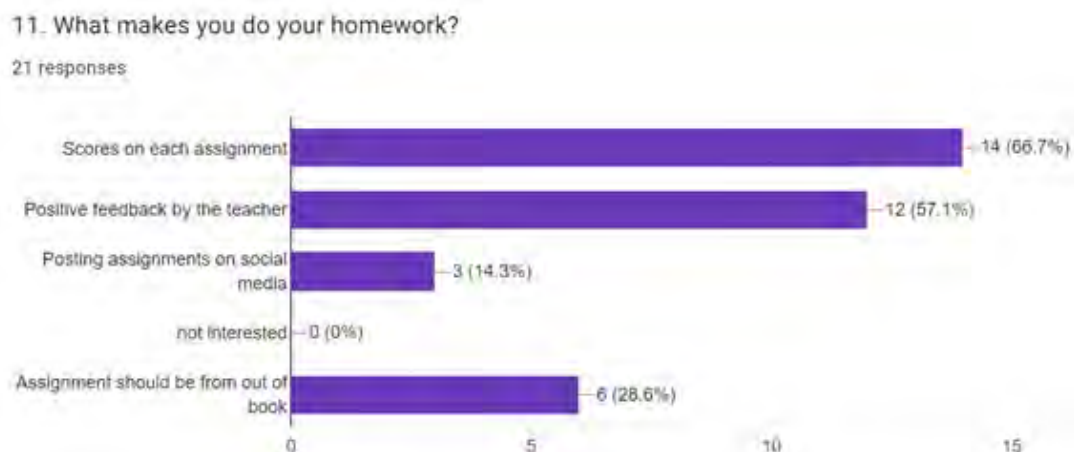
11. What makes you do your homework?

21 responses

Figure 5.
Students' motivation to do homework (survey results)

Students, evidently, wanted me to check their assignments promptly and provide positive feedback, as well as give grades. In addition to this, from the discussions with the focus groups and my reflective notes, I could see that the students had individual differences and interests in doing homework. I had to take into account the variations in their attitudes and their way of thinking. According to Paudel (2012), "It is the teacher's professional responsibility to provide students with feedback on homework. Feedback encourages students to learn from their mistakes" (p. 54). Xu (2011) also concluded that students' homework completion is correlational to the teacher's feedback. The pertaining literature shows that immediate feedback and incorporating technology using an online homework management system is potentially beneficial for students and instructors. Students can receive feedback more instantly in online classes than in traditional classes (Fratto et al., 2016). Paudel (2012) is of the same opinion when he says: "Positive feedback, encouraging words and expressions by the teachers fortify the homework writing habits of students" (54).

Conclusions From the Exploratory Phase

The results of the exploration were at odds with my initial assumption about the causes of the problem. I had assumed that students didn't like to do their homework, but the findings suggested a different explanation. I could see that my students, who may be perceived as 'digital natives', can readily adopt technology, and they often do it faster than their teachers. That is why students wanted to apply technology to their homework by using quizzes, short animation videos, live worksheets, etc. I decided that I needed to integrate some technological tools into my classroom so that students would get energized in learning and doing their homework.

The Action Plan

After analyzing the data, Gyanu and I had a further mentoring session. I explained to her that I planned to develop learner autonomy for homework assignments and presentations. I would check the students' homework on time and return it with feedback and grades. I decided to post homework on a dedicated Facebook page set up for exclusive use by group members so that students could get information and ideas and be inspired by each other's submissions. It was a way of encouraging the students through likes and comments from their friends. Unlike the Learning Management System (LMS), our private Facebook group allowed them to see each other's work and show appreciation towards their peers' efforts.

Figure 6.
Facebook group of Class 8

My action plan is summarized in Table 1, below.

Table 1.
Plan for action

	What?	Why?
1.	Asking for homework once a week in Google Classroom and checking it promptly	It's easy to keep records and give grades, and feedback.
2.	Incorporating educational web tools like Proprofs quiz, Kahoot, Nearpod, Padlet, Live Worksheet, Canva, and Plotagon story	To cater to multiple intelligences and learner autonomy. Students become more engaged using such tools.
3.	Creating a dedicated Facebook group and sharing the homework there	It allows all the students to see each other's homework, get ideas, appreciate each other's work, and reflect on their own.
4.	Including marks for homework in students' end-of-term exam grade	Students were expected to be more mindful of doing their homework because they were made aware that the marks for their homework would be included in the end-of-term exam grade.
5.	Focusing on group work using Google Docs and breakout room discussions	Students can act collaboratively and become responsible for their group's work.
6.	Providing e-certificates for regular homework submitters	To recognize students' commitment and motivate them continuously.

Furthermore, during the exploratory phase, I took part in online training sessions on how to incorporate technological tools in online classes. I was impressed by tools such as Google Docs, Padlet, menti.com, quizzes on Kahoot, Triventy, and Proprofs both for individual and group work. Therefore, I made a conscious effort to incorporate such digital tools and sites into my online pedagogical practice so that students could start enjoying homework and their classes, too. Entries from my reflective journal (see Appendix D) show that students were excited about working on live worksheets since they were able to check the answers and get their scores instantly. I also found that when I assigned the tasks that we practiced in class, the rate of homework submission went up.

Besides these steps, I stayed connected and available for my students at any time during working days. I gave them extra time for submissions and made an effort to help them to complete their work as they wanted to. I became more resourceful, tech-savvy and approachable so that I could support online learning. I aimed at covering all four areas that are perceived to be significant for successful online tutoring, namely, the pedagogical, societal, managerial and technical side of teaching (Berge, 1995). I wanted to build good rapport with the students so they could share their problems with me and work collaboratively to sort them out. Granitz et al. (2009) stress that answering the students' questions, providing feedback and support, and praising them for their work is good for building rapport. I agree with the view that if one can build rapport with the students and parents, the students will reach higher academic performance (Chand, 2021). I also contacted some of the parents and teacher colleagues so that I could share with them the progress I had made.

Findings from the Action Research Phase

After three weeks of the intervention outlined above, I started receiving a fair amount of quality homework from my students. Students could send the homework in their preferred forms, pptx, typing in a Word file, or writing as an exercise book copy. It seemed that my students and I got

to a stage when it was possible to evaluate the early outcomes of my actions. I got in touch with Gyanu, who helped me design, evaluate and finalize the data collection tools. These were the same as the ones used in the exploratory phase. I prepared a new Google form questionnaire and had informal discussions with my focus group students, and I also continued writing my reflective journal. In the Google form (see Appendix B), English was used but I clearly stated that they could use English or Nepali. For focus group discussions I used Nepali language to ease communication. However, all these were now focused on the evaluation of my actions rather than exploring further.

I could see a considerable change in the students' attitude towards homework submission (see Appendix C). I found that students were interested in group work to prepare posters together and they liked project type homework. They also started uploading their homework in the special Facebook group (see Appendix E). This represented a considerable change from the early stages of my exploration when only about 30% of my students handed in their homework through the DN application.

Table 2.
Results after carrying out the action plan (survey results)

	Results	Number of students	Results
1.	Expressed satisfaction with home assignments	25	96%
2.	Regular homework submission	21	80%
3.	Used technology to submit homework	18	70%
4.	Showed interest in group work	19	72%
5.	Regular user of dedicated Facebook group (posting assignments and commenting on each other's work)	13	50%
6.	Received an e-certificate	20	75%

At this point, I asked my students why they complied. They were allowed to tick all choices that applied.
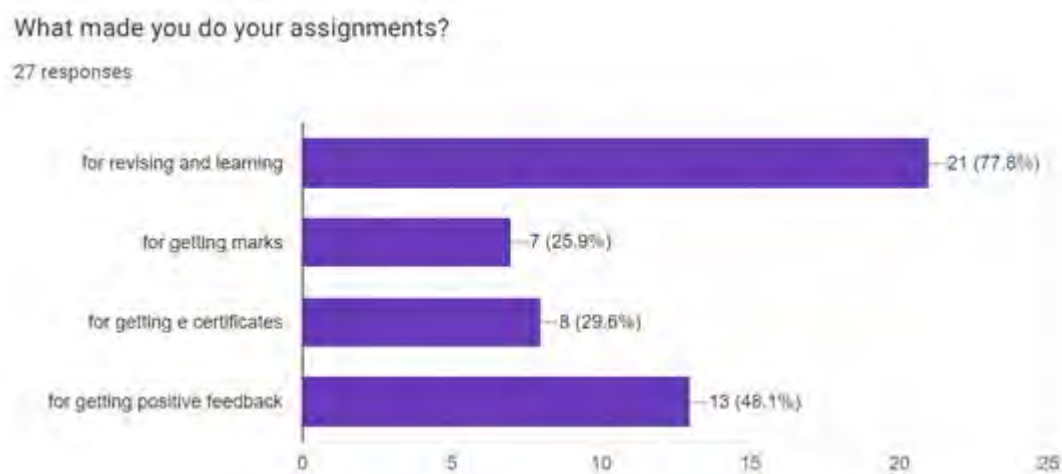

Figure 7.
Why did students submit their home assignments?

The responses to the open-ended questions in the google forms showed that students preferred creative types of homework as opposed to ones that were found in our course book. During the focus group discussions, students also raised important points about how they perceived creativity in homework assignments and the importance they attached to the teacher's feedback (translated from Nepali):

> *"Assignments should be more about creativity rather than always about book exercises."*

> *"I hope assignments could have been much more interesting, I mean they were great but they were more bookish and exercise of lessons only. but the positive thing is English has become one of my favourite subjects and I am so grateful towards Indra Oli mam for making our studies fun."*

> *"I think a teacher should give positive feedback to the student so the student thinks that I am doing well and student can try and learn new things and teacher should help them."*

In sum, from the feedback provided by the students, I could tell that they were happy with their English homework and wanted me to carry on setting creative pieces of homework and not relying solely on the course book for the assignments given. They also appreciated my feedback and the encouragement by new-style certificates. Below are some samples of assignments that were handed in and some of the certificates awarded.

Figure 8.
Samples of student assignments and certificates

My Learning/Reflection

The biggest "lesson" for me was that I should not make assumptions about my students' perceptions and behavior. Exploratory Action Research offers clear stages and a set of tools so that we can either reject or confirm our assumptions, but in most cases allows us to refine our thinking and act appropriately.

I came to understand that just like teachers look forward to receiving their students' homework, the latter also look forward to receiving the teacher's feedback. So, teachers have to be quick and responsive and apply some constructive and engaging strategies in the classroom so that they can connect with the students in teaching and learning and ensure quality education at all times. Teachers need to be encouraging and facilitative in the classroom and explore the challenges that students are facing and help them tackle those difficulties. Students should feel special in the class, especially in online classes, so that they will have an urge to communicate with teachers and attend their lessons.

Furthermore, I learnt that the due date of submissions should be slightly later than it would be in face-to-face classes, especially, when students have been introduced to learning management systems and technological tools not that long before. I also realized that "Learners are unique individuals who learn and develop best in their own idiosyncratic ways" (Allwright & Hanks, 2009, p. 6).

Mentor-Mentee Relationship

My mentor, Gyanu has supported me in every step of the way of the EAR process. She made me reflect during our mentoring dialogues, which supported me in finding ways to understand myself as well. Carrying out the EAR project resulted in professional development for both of us. The homework submission issue surfaces every year with incoming groups of students. Now I learned how to deal with that specific classroom issue.

After completing the EAR project, we prepared a poster presentation for the IATEFL Research SIG Teachers Research! Online 2021 conference. We co-created and co-authored the present article, incorporating reflections on the mentoring process and collaborating with an international mentoring teacher-research support group. Now we have started co-mentoring teachers from my school and the community, and we aim to continue this kind of collaboration in the future, too.

Conclusion

Both in face-to-face and online classes, teachers and students need to be ready to collaborate in order to bring about changes in the classroom. Students can apply innovative tools and the teachers' job is to address challenges and create new ways to approach the activities in class and the homework assigned. The findings of the research are applicable in ELT in the context of typical Nepalese classrooms. Since homework is a part of instruction in our context, it is advisable to ask the home assignments innovatively. Students wish to embrace digital tools and technology in their assignments; therefore, teachers should make their students feel free to do and submit the assignments the way they wish.

Since I started this project, I have kept the records of homework submission and appreciated my students' time and effort in all my classes. I have also scored their assignments as part of internal assessment. I am happy with the results because they show that my students are willing to submit their homework and look forward to receiving meaningful feedback and fair grades.

This EAR project explored the issue of homework non-submission during online classes during the second phase of the COVID-19 pandemic and the steps taken to resolve the

problem. Homework non-submission is a real issue faced by many teachers, a concern which is not addressed often enough in academic research. This study shows that Exploratory Action Research can be an effective way of addressing classroom problems. It also suggests that teachers need to be more understanding, thoughtful, resourceful and creative in their approach to homework, and it is only then that they can expect positive responses from their students.

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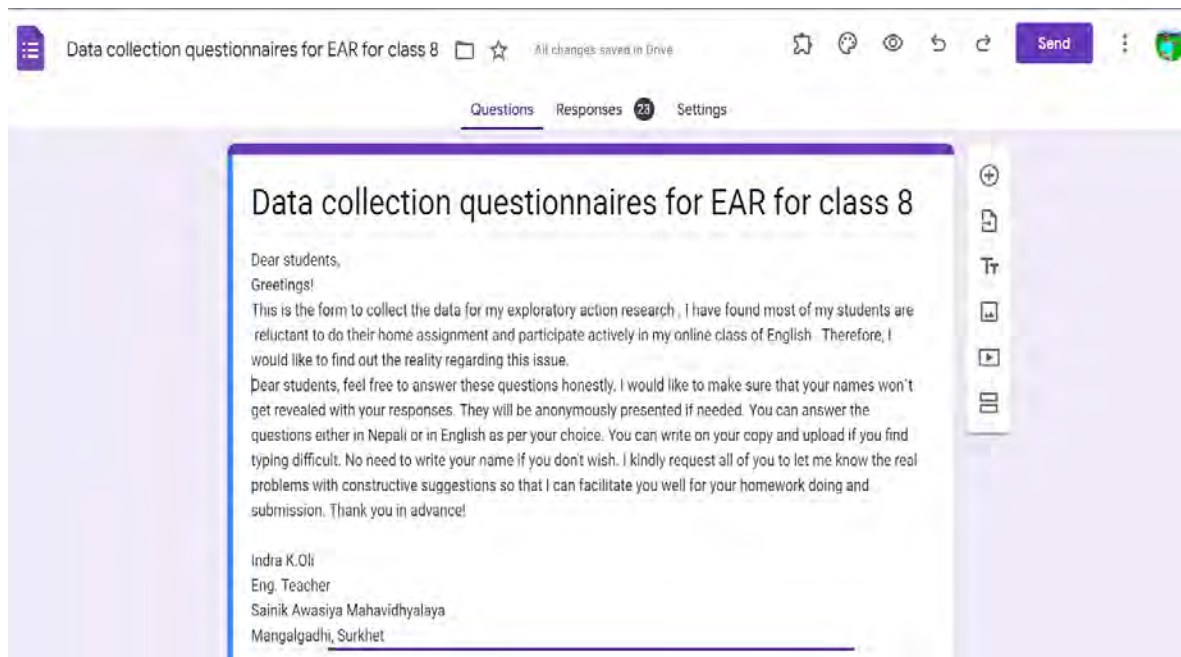
Acknowledgements

Declaration of Possible Conflict of Interest

The authors have no conflicts of interest to declare.

Appendices

Appendix A. Google form questionnaire in the exploratory phase

8. Why do you/don`t you like to do English homework?

26 responses

I like to do English homework because from it I can gain many useful things which could help me to brighten my future.I can improve my writing and reading skills and also develops my thinking and memory power.

I like to do english homework because all assignment were interesting and new to me.

Because English is easy

I like english homework because mam give creative work , new work out of course.I never let english homework for tomorrow. I always do english homework creatively and i like english homework always. I give more attentions for english homework than others subject.

I always do homework

17. Some students complain that I don`t make a good rapport with my students? What do you think about it and what suggestions do you want to provide me?

18 responses

It good mam

Your are very good teaching I have no complain .

No you make good rapport

I think you make good rapport.

No mam; m you are a good rapport with us

I don't think so 🤔

I think you made good rapport .

Appendix B: Google form questionnaire after the action phase

Feedback Form for Data Collection after the Intervention of the Plans

B *I* U ⮥ T

Dear students,
Greetings!
This is the form to collect your feedback after the intervention of new plans to address the issue of homework submission.
Dear students, like before, feel free to answer these questions honestly. I would like to compare your perceptions in the past and present in terms of homework doing and submission process. You can answer the questions either in Nepali or in English as per your choice. I would like to make sure that your names won't get revealed with your responses. They will be anonymously presented if needed. No need to write your name if you don't want. Thank you in advance!

Indra K.Oli
Eng. Teacher
Sairik Awasiya Mahavidhyalaya
Manjariyadhi, Sunkhet

Could you do your all English assignments yourself?

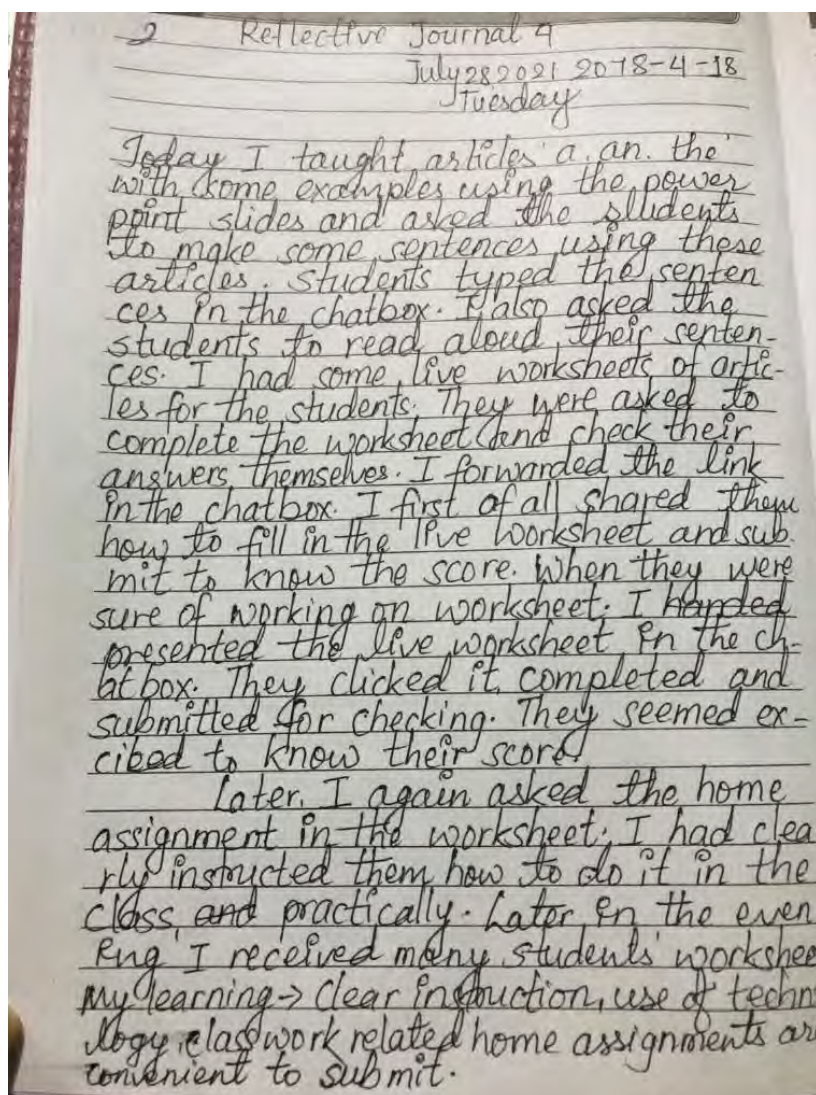27 responses

- Yes
- No
- Maybe

96.3%

Appendix C: Homework records

Homework Submission Record
Class: 8 D Subject: English Period: 1st(SUN,MON,TUE) Sub.Teacher:Indra Kumari Oli

S.N	Names of the students	Homework Submission Record up to 2078/4/21						
		1.Exercises of Lesson 1 Unit 1	2.Making sentences	3. Articles	4.Live worksheet on Articles	5. Vocabularies of lesson unit 2	6. 8 Rules and regulations for some places	7. Preparing a leaflet
1		Yes	Yes	Yes	YES	YES	YES	YES
2		Yes	No	No	NO	NO	NO	YES
3		No	No	No	NO	NO	NO	YES
4		No	No	No	YES	NO	NO	NO
5		No	No	No	YES	NO	NO	NO
6		Yes	Yes	Yes	YES	NO	NO	NO
7		No	No	No	NO	NO	NO	NO
8		Yes	Yes	Yes	YES	NO	NO	YES
9		No	No	No	YES	NO	NO	NO
10		No	No	No	NO	NO	NO	NO
11		No	No	No	NO	NO	NO	NO
12		No	No	No	YES	NO	NO	NO
13		No	No	No	NO	NO	NO	NO
14		Yes	No	No	YES	NO	NO	NO
15		Yes	Yes	Yes	YES	YES	YES	NO
16		Yes	Yes	No	NO	NO	YES	YES
17		Yes	Yes	Yes	NO	NO	YES	yes
18		No	Yes	Yes	YES	NO	YES	NO
19		No	Yes	No	YES	NO	NO	NO
20		Yes	Yes	Yes	YES	YES	YES	YES
21		No	No	No	NO	NO	NO	NO
22		Yes	Yes	Yes	YES	YES	YES	YES
23		Yes	Yes	Yes	NO	YES	NO	NO
24		Yes	Yes	Yes	YES	YES	YES	YES
25		No	No	No	NO	NO	NO	NO
26		No	No	No	NO	NO	NO	NO
27		Yes	Yes	Yes	YES	YES	YES	NO
28		No	No	No	NO	NO	NO	NO
29		Yes	Yes	Yes	NO	NO	YES	YES
30		No	No	Yes	YES	NO	NO	NO
31		No	No	No	NO	NO	YES	NO
32		Yes	Yes	Yes	NO	YES	NO	NO
33		No	No	No	NO	NO	NO	NO
34		No	No	No	NO	NO	NO	NO
35		No	No	No	YES	NO	NO	NO
36		Yes	Yes	Yes	YES	YES	NO	NO
37		No	Yes	Yes	NO	YES	NO	NO
38		Yes	Yes	Yes	YES	YES	YES	YES
39		Yes	No	No	NO	NO	NO	NO
40		Yes	Yes	Yes	NO	NO	YES	YES

Appendix D: An excerpt from my reflective journal

Reflective Journal 4
July 28 2021 2078-4-18
Tuesday

Today I taught articles 'a. an. the' with some examples using the power point slides and asked the students to make some sentences using these articles. Students typed the sentences in the chatbox. I also asked the students to read aloud their sentences. I had some live worksheets of articles for the students. They were asked to complete the worksheet and check their answers themselves. I forwarded the link in the chatbox. I first of all shared them how to fill in the live worksheet and submit to know the score. When they were sure of working on worksheet, I presented the live worksheet in the chatbox. They clicked it, completed and submitted for checking. They seemed excited to know their score.

Later, I again asked the home assignment in the worksheet. I had clearly instructed them how to do it in the class and practically. Later in the evening I received many students' worksheet. My learning → Clear instruction, use of technology, classwork related home assignments are convenient to submit.

Appendix E: Assignments submitted in the Facebook group