

**The reluctance of High school students learning at institutes to do written homework; an  
action research at institute level**

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**Abstract**

Having taught English for several years, the teacher observed that high school students are more unwilling to do written homework than other students of the same class. Finding students unwilling to do written homework, the teacher decided to conduct the study so as to find out the reasons for student's unwillingness to do written exercises. The researcher who was the supervisor of the institute did observations along with taking field notes. Students were interviewed through semi structured interviews accompanied by focused group discussions. The results revealed that factors such as students' bad memory of school homework, their malaise, their lack of spelling knowledge, their tiredness, the load of school homework, the uninterrupted flow of thought their speech compared with writing and the stricter nature of writing in comparison with speaking to be the prominent ones leading to students' unwillingness to do written exercises. The results of the study could be beneficial for teachers who teach English at institutes to high school students. The results might also be useful for institute managers who enroll high school students during educational year. The results might provide you with a better understanding of student's reluctance to write. The results might be beneficial to curriculum developers and lesson planners planning lessons at institutes for a continuum of learners including high school students

**Keywords:** High schools Students, Unwillingness, Written Exercises, Homework.