

**BACHELOR LEVEL ENGLISH STUDENTS' PERCEPTIONS ON  
PRIVATE TUTORING**

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

**Submitted by  
Sheela Banjade**

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

**2016**

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## **DECLARATION**

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

Date : 23/11/2016

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Miss. Sheela Banjade** has prepared this thesis entitled **Bachelor Level English Students' Perceptions on Private Tutoring** under my guidance and supervision.

I recommend the thesis for acceptance.

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***DEDICATION***

*Dedicated*

*To*

***My Parents and Teachers***

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## ABSTRACT

The present study entitled **Bachelor Level English Students' Perceptions on Private Tutoring** was carried out to explore the perceptions of Bachelor level English students on private tutoring in terms of language teaching technique, content coverage, use of materials (teaching materials and reference materials) and classroom management. Thirty Bachelor level students were selected following purposive non-random sampling procedure. To find out the perceptions of the students, I used questionnaire containing both open-ended and close ended questions. Data collected from informants were tabulated and analyzed applying simple statistical tools i.e. tables, bar diagram and pie-chart. By analyzing and interpreting the data, I found that students are positive toward private tutoring in the sense, tutoring helps to secure high marks; it also helps to the students who cannot regularly attend the class. Students get individual treatment and student centred techniques are applied in tutoring classes. But they accepted that the tutoring increases students' dependency on teachers; it demands extra fee and time, so all the students may not be able to afford it. So, it increases social inequality as well.

This study consists of five chapters. Chapter one consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions key terms. Chapter two consists of review of related theoretical literature, review of empirical literature, implications of the study and conceptual framework. Chapter three includes methods and procedures adapted during the study which incorporates design of the study, population, sample and sampling strategy, research tools, sources of data (primary and secondary), data collection procedures, data analysis procedures and ethical considerations. Similarly in chapter four analysis of data and interpretations have been presented. Chapter five contains findings, conclusion and recommendations. References and appendices are also included at the end of this work to make it more valid.

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## **CHAPTER - ONE**

### **INTRODUCTION**

This chapter consists of background 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.

#### **1.1 Background of the Study**

Language is a means of communication. There are different languages throughout the world. English is considered to be widely used, most prestigious and significant language in the world. The English language has been a most needed phenomena in present scenario in the sense that there is the wider scope of it in all the sectors; education, business, medicine, science and technology, media. In the context of Nepal, English has been regarded as a foreign language. Though it is a foreign language in Nepal its demand is growing day by day. English language teaching in Nepalese education started only in 1971 A.D. with the implementation of National Education System Plan (NESP). It started when college of Education of TU initiated B.Ed. in English education, English has been taught as a compulsory subject from class four before 2060 B.S. Realizing the need and demand of the people government has recently introduced English from class one to Bachelor's level as a compulsory subject.

In this present era, the explosion of knowledge is rapid, so it has been necessary to gain and impart the knowledge and skills. There are several ways of imparting knowledge, which have been termed as mainstream education. There is not only opportunity of mainstream education, but also the shadow education in the name of quality enhancement. As the expansion of mainstream education, the expansion of shadow education is also rapid. The volume of shadow education is growing worldwide as well as in Nepal.

Shadow education is generally defined as the supplementary tutoring which is the shadow of mainstream education. Private tutoring is simply, considered to

be scaffolding of mainstream education. It is concerned with tutoring of academic subjects that is provided for fees and that takes place outside standard school hours. Private tutorial is an extra school instruction and is conducted by the teachers, family members, community groups and other organized groups. Shadow education is being expanded significantly. At present, there is high level of investment in shadow education. "Expanding numbers of researchers are focusing on the scale and impact of private tutoring, such tutoring is widely called shadow education, since much of its curriculum mimics that of regular schooling" Bray( 1999, p.61).

The influence of the shadow education can not be measured within a country as it has worldwide significance; it is generally assumed that private tutoring supports the slow learners. More especially, it helps the learner to be competitive in the high stake testing. But private tutoring has also different drawbacks, it directly and indirectly hinders the educational activities of mainstream education, the teachers may create pressure over guardians to send their children in private tuition classes teachers do not provide much attention in the classroom rather they are centred towards private tuition class. The students also do not pay attention in their school classes. it also enhance social inequality. The example of shadow education can be taken as private tutoring, tuition classes, teacher service commission preparation class, civil service preparation class.

Bray's (ibid) research report of private tutorial in 1999 in international institute for educational planning (IIEP) led the milestone for the existence of shadow education on discussion. The first discussion of shadow education was held in 2007 A.D. in Paris in policy formulation meeting which was organized by IIEP.

It's very common to see that students' regular teacher take tutoring in developing countries but its' very uncommon in rich countries. First, there may be a smaller supply of educated non-

teachers who can serve as tutors in developing countries. Second, teachers may have a stronger desire to supplement their regular salary because they are poorer. Third, less monitoring of teachers by supervisors and parents might result in more scope for rent seeking but teachers, which in turn would increase their interest in providing tutoring. Fourth, banning tutoring by teachers, which rich countries such as Singapore have done might be less feasible in poor countries. Perhaps, because of stronger political clout of government or the inability to enforce regulation. Fifth, government sometimes view tutoring as a way to boost the income of teachers and thereby attract and retain better teachers. In fact, a few countries have banned other tutors and granted government teachers the exclusive right to offer tutoring for this reason Jayachandran (2014, p. 190).

Here Jayachandran explains that in developing countries , regular teachers provide tutoring class because there may be smaller supply of educated teachers. Similarly, teachers may want to supplement their regular salary. Another factor to promote tutoring is lack of supervision by supervisors and parents. Government also sometimes view tutoring as a way to boost the income of teachers to attract and retain the better teachers.

## **1.2 Statement of the Problem**

Instruction of English as a foreign language depends upon different fundamental factors. We all know that teaching learning of English is considered to be one of the challenging task. Some of the learners drop out their study due to the failure in English. Most of the English learners are

engaged in private tutoring to make their learning easier. Private tutoring is supplementary education to mainstream education which is assumed to be the scaffolding of mainstream education as well. We as an English language teacher and student do not pay attention on whether private tutoring is really enhancing the quality of learning or it is just for the fashion. If we analyze our context, most of the students feel difficulty to learn English because of different things; they may not get sufficient exposure to practise it, perception on it, learning environment. The main objective of English instruction is to make the learner able to communicate in it but unfortunately, the students are concerned only on how to pass English and private tutoring is the one which is directly involved in it. Nowadays, the attention of student is on attending private tutoring rather than taking part on mainstream education to learn English. So, private tutoring in English learning has been the area for my study.

### **1.3 Objectives of the Study**

Any research is done to find out something or to fulfil the objectives.

Objectives are the core of any research, in my research the objectives are follows:

- i. To explore the perceptions of Bachelor level English students on the role of private tutoring in terms of language teaching technique, content coverage, use of materials (teaching materials and reference materials), and classroom management and
- iii. To suggest some pedagogical implications.

### **1.4 Research Questions**

Research questions are the guiding questions of the study. Generally, objectives are converted into question form. Research questions guide the researcher to reach the findings of the study. In my study, the followings are the research questions:

- i. What are the perceptions of Bachelor level English students toward the language teaching technique applied in tutoring class?
- ii. What are the perceptions of Bachelor level English students on content coverage in tutoring class?
- iii. What are the perceptions of Bachelor level English students on use of materials and classroom management in tutoring class?

### **1.5 Significance of the Study**

Teaching learning of English is a challenging task which depends upon different variables. Learning of English is not only confined to classroom situation rather institutional setting as well. This particular study concerned with private tutoring and English language learning will be beneficial especially to English language learners in the sense that this research will help to know the impact of tutoring in English learning whether it is really supportive or it is just the fashion. Similarly, tutors will also get benefit they will know the perception of learner regarding their teaching as well; it will help them to modify their teaching style also. In the same way, guardians will also know the impact of tutoring on their pupil's learning. Textbook writers, syllabus designers and curriculum developers will be benefitted in the sense that this research will make them know curriculum is also responsible to make learner attend private tutoring, and all the people directly and indirectly involved in ELT will be benefited .

### **1.6 Delimitations of the Study**

The area of my study is limited to Kathmandu district. Only thirty Bachelor 1<sup>st</sup> year students are involved in the study. The primary data was collected through questionnaire containing open-ended and close ended questions. This research is limited to the bachelor 1<sup>st</sup> year students who frequently involve in private tutoring in different tuition/coaching centre.

## 1.7 Operational Definitions of the Key Terms

**Mainstream Education :** The current way of delivering education. In this research, it refers to current way of education in which Bachelor 1<sup>st</sup> year students are involved.

**Private Tutoring :** Tutoring provided in exchange for a fee which is considered to be scaffolding of regular schooling. In my study it indicates tutoring attended by Bachelor 1<sup>st</sup> year students in different tuition/coaching centres in group while preparing for higher secondary level examination.

**Shadow Education :** Supplementary education which is provided in addition to regular schooling or extra school instruction. In my study it signifies extra school instruction attended by Bachelor 1<sup>st</sup> year students while preparing for higher secondary level examination.

## **CHAPTER - TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This particular part of the study consists of review of the theoretical literature, review of the empirical literature, implication of the review for the study and conceptual framework of the study.

#### **2.1 Review of Related Theoretical Literature**

We all know that any academic notion has theoretical ground, being based upon those grounds we make several discussions. Language is a social phenomenon which largely depends upon process more than content in the sense that language learning does not take place by only reading or studying the content rather it requires certain procedures, which highly demands the natural use of language.

The instruction of English language consists of its aspects and skills and the learning of English language refers to master in all the aspects and skills.

##### **2.1.1 Aspect of English Language Teaching and Learning**

To learn the English language successfully, one need to learn the aspects of it. The aspect of English language consists of;

###### **2.1.1.1 Grammar**

Generally grammar is the rule or structure of language. Any language follows the certain pattern. Thornbury (1999, p. 1), says that "Grammar is partly the study of what forms (or structure) are possible in a language grammar is a description of the rules that govern how a language's sentences are formed." The main concern of teaching learning of grammar lies on the procedure of acceptable sentence construction.

Similarly, in this regard Harmer (2008, p. 60), says our sentences depend for its success on putting number of elements in the correct order, in the case subject, verb, complement. However, there are some changes we are allowed to make to our sentence elements and these will alter the meaning of the sentence for e.g.

Subject → Verb,                      Verb → Subject

So to use language correctly, the learners need to learn the language of that language.

### **2.1.1.2 Vocabulary**

Earlier, teaching vocabulary was not regarded important but later on it is considered to be necessary for successful learning of any language. In this regard Richards and Renendya (2002) state that in past vocabulary teaching and learning were often given little priority in second language programs but recently there has been a renewed interest in the nature of vocabulary and its role in language learning.

Vocabulary has received significant attention of researchers and practitioners since it's a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write without an extensive vocabulary, learners may achieve less than their potential.

Harmer (2008) also emphasises on the importance of vocabulary as if language structure make up the skeleton of language then it is vocabulary that provides the vital organs and the flesh. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used.

Only knowing the structure of language is not sufficient the importance of vocabulary is vital in language learning. Vocabulary includes the different category of it. A distinction is frequently made between active and passive vocabulary. Active vocabulary can be both receptive and productive while the

passive is only receptive. Aspects of vocabulary according to Harmer are as word meaning, word use, word form, word grammar.

### **2.1.1.3 Pronunciation**

Pronunciation is concerned with how the speaker utters the language. In this regard Harmer (2008, p. 61) states "The way the sentence is spoken will also determine exactly what it means." So the learners need to be aware of pronunciation. To make correct pronunciation, one should pay attention on intonation, pitch stress pattern of that particular language. The way of pronunciation determines the type of sentence e.g. Affirmative or interrogative, attitude of the speaker etc.

### **2.1.2 Skills of the English Language**

The main purpose of learning language is to be able to use that language or communicate in that language we use language in terms of four skills i.e. listening, speaking, reading and writing. The four language skills may rarely work in isolation. They are integrated to make communication meaningful and effective. The skills are often divided into two types; receptive and productive.

"Receptive skill is a term used for reading and listening skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing skills where students actually have to produce language themselves" (Harmer, 2007, p. 265). Definitely, when we speak or write we are producing language and when we listen or read we are trying to extract meaning of what we have read or listened.

#### **2.1.2.1 Listening Skill**

Listening involves making sense of spoken language, normally accompanied by other sounds and visual input, with the help of our relevant prior knowledge and the context in which we are listening. Following Richards and Renendya (2002), for many years, listening skill did not receive priority in English

language teaching, skills and the relationship between receptive and productive skills was poorly understood. It was often assumed that listening skills could be acquired through exposures but not really taught.

Nunan (2002) says that listening is assuming greater and greater importance in foreign language classroom. There are several reasons for this growth in popularity. By emphasizing the role of comprehensible input, second language acquisition research has given a major boost to listening.

"Listening is good for our students' pronunciation too, in that the more they hear and understand English being spoken." Harmer (2008, p.133) Harmer also argues that there is dire need of listening skill to be perfect in that language, it is also necessary for pronunciation as well. Intensive and extensive listening are the categories of listening.

#### **2.1.2.2 Speaking Skill**

The main goal of learning any language is to develop communicative competence when students learn to speak appropriately in the context, both accurately and fluently, then they have developed basis of communicative competence. Communicatively competent speakers are assumed to have grammatical accuracy, sociolinguistic or pragmatic appropriateness, strategic fluency and organizational skills in speech.

In this regard Harmer (2007) elaborates as if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. But there is more to it than that. Speakers of English especially where it is a second language will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies. They need to be able to survive in typical functional exchange too.

### **2.1.2.3 Reading Skill**

Reading, one of the receptive skills of language, is a way of grasping information from the graphic symbols. It is possibly when reading involves understanding. It is receptive in the sense that, the reader has to be actively involved in reading in order to receive information. While reading a foreign language text, the reader has to try to understand the message and information contained in the text without the help of the native speakers of the language. Here information means the content which is cognitive or intellectual, referential and emotional.

Harmar (2008, p. 99) states that "Reading is useful for language acquisition ... Reading texts also provide good models for English writing." Harmar argues that by reading, the learner can follow the model of writing especially, extensive and intensive reading are the type of reading.

### **2.1.2.4 Writing Skill**

Writing is the skill associated with the productive aspect of language. It is immensely important because it is the permanent and powerful medium of the expression. When we write we use graphic symbols. Writing is much more than the production of graphic symbols. Writings are expected to impart the message to the readers. Ur (2005, p. 68), distinguishes between spoken and written discourse features such as permanence, explicitness and diversity . Writing involves the encoding of message of some kind that is why it is said that we are writing for the readers. While writing, we aim at translating our thoughts into language.

Harmer (2008, p. 122) makes distinction between writing for learning and writing for writing. In the case of the former writing is used as an aide-memoir or practice tool to help its practise and work writing with language they have been studying. Writing for writing on the other hand, is directed at developing

the students' skills as writers. The main purpose is that students should be better at writing.

In this way, to learn the English language efficiently, all these aspects and skills need to be mastered by students.

### **2.1.3 Shadow Education**

Generally, shadow education signifies shadow of mainstream education system. “shadows can of course be useful just as the shadow cast by a sun-dial can tell the observer about the passage of time, so the shadow on education system can tell the observer about changes in society” Bray (2007, p.17). Here Bray states that shadow education is useful in the sense that shadow education also reflects the changes in society. The activities in shadow education mimics the activities performed in school.

Bray (ibid) states that:

The term shadow used in several countries, describe private supplementary tutoring as a shadow education system the metaphor of shadow is appropriate in several ways. Here some definitions are needed to help identify the nature of the shadow education. First, is the matter of supplementation which is is concerned with tutoring which covers subjects which are already covered in school. It does not for example, examine language classes for minority children whose families are anxious that new generations retain competence in language not taught in mainstream schools. Second is the dimensions of privateness concerned with personnel who provide supplementary help at public expense e.g. to assist new immigrants to adjust to host

societies, or to provide head-start or other programs for slow learners. Nor is the term concerned with unpaid work, e.g. from family members who voluntarily help other family members with their homework or other tasks. Rather, the term is primarily concerned with tutoring provided by private entrepreneurs and individuals for profit making purposes. Privatness can have at least three different meanings in relation to tutoring; private as fee paying, private as taking place in a private location, private as one to one teaching.

Here Bray means to say that shadow education is not completely distinct from mainstream education. It is completely profit based action. Shadow education specifically occupies the supplementation and privatness as the key feature of it. Supplementation as the key feature of private tutoring concerns with tutoring of subjects which are already covered in school. The term privatness is connected with personnel who provide supplementary help. Here privatness can be understood in terms of cost, place and one to one teaching.

Shadow education has a long story in parts of Asia. In the context of Nepal, it has long history since gurukul, gumba and pandit education system. Shadow education can no longer be ignored. It has grown significantly throughout the world and shows the sign of further growth. It existed after Bray's research report of private tutorial in 1991 by international institute for educational planning (IIEP). Shadow education as extra school instruction which mimics the activities of mainstream school education such as crams school, private tutoring and test preparation services are the example of shadow education.

#### **2.1.4 Private Tutoring in English Language Learning**

We all are familiar with the fact that most of the students learning English as a foreign language feel difficulty while learning it. There might be several factors behind it. So the learners try to make it easier through different ways. Mostly we find the English language learners take the support of private tutoring to learn English.

Bray's research report of private tutorial in 1999 in international institute for educational planning (IIEP) led the milestone for the existence of shadow education on discussion. The first discussion of shadow education was held in 2007 A.D. in Paris in policy formulation meeting which was organized by IIEP.

Bray (2007, p. 17) states that during recent decades, private tutoring has grown to become a vast enterprise. It employs many thousand of people, consumes many thousands of money and demands huge amounts of time from both tutors and students. However, few planners and policy makers have adequate data private supplementary tutoring in general, the implications of tutoring for education systems and for social change are underestimated and poorly understood.

Private tutoring has gradually occupied the wider areas and shown some immediate and positive impacts on learners. However, in some countries, parents, educators and politicians are highly critical of the way in which private tutoring has come to dominate the lives of families and pupils. The tutoring has generally created social inequalities and it consumes human and financial resources. In this regard Bray and Kwo (2014, p.2) write;

Some dimensions of private supplementary tutoring are very beneficial to the recipient individuals and their families and also to the wider society. The tutoring can help slow learners to keep-up with their peers, and can strengthen the achievements of fast learners. It can be tailored to the needs of individual and groups, and it can elaborate on topics and skills that can not be covered in regular schools. On the other side some dimensions of private supplementary tutoring may be problematic. Students and their families may suffer from pressure with extra classes on top of schooling, and some forms of tutoring are costly item for household budgets. More widely tutoring can have a negative backwash on education system. Teachers who also provide tutoring may be tempted to put more effort into their private classes and to neglect their regular duties.

There are several benefits of tutoring to the receivers, their families and society as well. Specifically it can help slow learners and enhance the achievement of fast learners. On the other side, private tutoring may be problematic; learners and their families may suffer for the extra fees. Moreover, it can have negative backwash on education system, teachers involved in tutoring class may give much attention on it rather than their regular classes.

Bray (2007, p. 22) says that "The terminology used to identify private tutoring varies in different countries. In some English speaking societies, people refer to private tuition more often than to private tutoring, entrepreneurs who create formal establishment for tutoring commonly call them centres, academics or

institutions.” Here Bray argues that though the essence of private tutoring is same, the term to signify it are used differently.

Bray and Kwo (2014, p.1) "First private supplementary tutoring only exists because the mainstream education exists. Second as the size and shape of the mainstream education system change, so do the size and shape of supplementary tutoring, third in almost all societies much more public attention on the mainstream than on its shadow, and fourth, the feature of the shadow system are much less distinct then those of the mainstream.

Here, it has been argued that private tutoring is widely popular terminology in several countries. Private tutoring only exists due to the existence of mainstream education. The cause of change in private tutoring is change in mainstream system. But the people pay attention in mainstream education than its shadow. Moreover, shadow is not much more distinct from mainstream system. But in our context most of the students pay attention on tutoring class rather than regular class.

#### **2.1.4.1 Characteristics of Private Tutoring**

Private tutoring occupies different characteristic features. Bray (2007, p. 23) provides the following characteristics of it:

##### *1. Scale*

The scale of supplementary tutoring varies widely in different societies. Major factors underlying the variation includes cultures, the nature of mainstream education system and the structures of economic, private tutoring in some countries is a very large enterprise. 70 percent in Japan and 83 percent

secondary level students of Japan take private tutoring. The scale of private tutoring appears to have increased during the last few decades.

## 2. *Cost*

Cost is another lightening feature of private tutoring. In most cases the greatest amount of the costs are the fees paid to tutors and their agencies. In most setting charges increase at higher levels of the education system and tutoring is more costly per person than group work. In addition to fees, students must pay for books, stationary and travel.

## 3. *Geographic Spread*

Supplementary tutoring is found in many parts of the world, and especially in Asia, Africa, Eastern Europe and Latin America. The principal regions in which tutoring is not quite as prominent are western Europe, North America and Austria.

## 4. *Intensity*

Of course not all students, even within particular locations receiving tutoring for the same duration each day or week. As already indicated, students receive tutoring more intensively at the secondary rather than the primary level; and within those levels, they demand more tutoring in the grades which lead up to major examinations.

## 5. *Subjects*

Because the emphases of mainstream education system vary, so do the emphases of private tutoring. In general, the subjects given most attention in private tutoring are the ones needed for educational and therefore socio-economic advancement, commonly this means languages, mathematics and science.

#### **2.1.4.2 Producers of Private Tutoring**

According to context, producers and purpose of private tutoring varies. In this regard Bray (2007, p. 37) states that the first reason is that in some setting, supply increases demand. In these circumstances tutoring exists because the producers make it available and recommend pupils to take advantages of availability. The second reason is that the nature of the types of consumers who are attracted, teachers who go to private homes and teach to one to one basis serve a different market to those tutors who operate large classes. Tutors who are not already employed and mainstream teacher may vary widely in characteristics. Variation of course exists in the mainstream, it is much greater in the private tutoring. Tutors may be young or old, well qualified or poorly qualified, male or female, full time or part time and employed by an institution or self employed. University students commonly supplement their incomes by providing tutoring for secondary and perhaps primary school children. For understanding of dynamics two types of private tutors and situations are as:

- Where the tutors are also teachers in mainstream system and are receiving additional payment for tutoring pupils who are already their students in the mainstream.
- Where the tutors provide tutoring for students for whom they do not otherwise have any responsibility.

#### **2.1.4.3 Consumers of Private Tutoring**

The reason behind attending private tutoring differs from individual to individual. In this regard, Bray (2007, p.42) says, causal observations sometimes assume that the dominant group of student receiving tutoring comprise pupils whose academic performance is weak and who therefore need remedial assistance. In fact opposite is the case; the dominant group is of students whose performance is already good, and who want to maintain the competitive edge.

Bray (2007, p. 45) has presented some motives for seeking tutoring.

*Socio-economic group:* Families in higher socio-economic groups have more opportunity to invest in tutoring and commonly use this opportunity.

Proportions of students receiving tutoring are greatest in the higher socio-economic and professional group whereas there is the least participation of students from working class backgrounds.

*High-stakes examinations:* Examinations have high stakes when they significantly determine the future pathways available to the students. In Nepal, SLC examination is considered to be high stakes. So many secondary level students take private tutoring. And university entrance exam preparation is also another motive to search for private tutoring.

*Overload curriculum:* The wide variety of curriculum broadens the academic horizon but they also burden the students. Students are unable to prepare all academic subjects. They fail to choose future options. In this case, private tutoring becomes one of the effective ways for students to master academic subjects.

*Non academic motives:* Parents send students to private lesson in order to feel that they are doing all they could to help them. It is probably that at least some students attend private lessons even when there is no real need. In some cases, parents assume that their children's homework is well taken care of without having to feel responsible.

#### **2.1.4.4 Modes of Private Tutoring**

There are different modes of private tutoring. The different modes have different implications. The different modes have different implications for students, learning, tutors pedagogy and government policies. According to Bray and Kwo (2014, p. 19) following are the different modes of private tutoring.

*One to one:* In this mode, a single tutor works with one student at a time. This form of tutoring is more personalized and usually more expensive than others.

*Small group tutoring:* In this mode, students work together as a group. Groups that are considered small in some societies would be considered relatively large in others. Sometimes group size is influenced by regulations.

*Large classes:* In some societies tutorial classes are offered in groups at least equivalent in size to regular school classes and sometimes considerably larger.

*Internet and broadcast tutoring:* Private tutoring via the internet has become increasingly popular in which students and tutors don't have to be located in the same city or even in the same country. Some internet tutoring operates with video clips and other computerized aids but other tutoring has direct human contact using web cameras.

#### **2.1.4.5 Role of Private Tutoring in ELT**

While there have not been many studies that directly measure the effects of shadow education on students, there are studies that have been completed which suggest that tutoring has positive effects on achievements. In a study concerning the effects of Juku (Japanese Cram Schools) by Sawada and Kabayashi (1986) as cited in Bray (2007, p. 49) They found that students attending Juku had higher scores on problems that involved arithmetic calculation and algebra but did not show high scores in arithmetic application or geometry. Additionally, a study completed by Streaam (2005) as cited in Bray (2007, p. 51) showed that tutoring children that were reading below their grade level over the phone provided to be effective with students increasing their reading levels. Future/other studies on the effects of private tutoring on achievement will need to consider existing achievement of student, socio-economic status, content and way of delivering tutoring, and the intensity and duration of tutoring programs.

If we analyze the Nepalese context regarding private tutoring and English language, most of the low scorer students pass the English subject with the support of private tutoring from primary to bachelor level.

#### **2.1.4.6 Polices and Practices of Shadow Education in Nepal**

There are some legal policies of shadow education in Nepal which has provided the rules and regulations for conducting private tutoring. The policies of shadow education are as follows:

- Some institutions are registered in company registrar's office as private company.
- A few shadow institutions are run by registering them at the Ministry of Education (MoE).
- It is necessary to submit their yearly fiscal year audit report on concerned office within the last date of Aswin.
- It is necessary to renew the shadow institution as per the rules of concerned act.
- Tutition and coaching centre should be registered in District Education Office (DEO).
- TSC, Civil service, Entrance (CMAT, KUMAT, MBBS, CA, BE, Staff Nurse, BN, GRE, TOEFL) preparation classes should be registered in MOE or company registrar's office.
- It is necessary to take PAN number from tax office for financial transaction.
- Some shadow educational institutions are conducted by NGOs and INGOs.
- The NGOs must be registered in district administration office and PAN number must be taken from tax office.
- Many more other institutions are running under the registration of VDC, municipality and metropolitan city

Government of Nepal( 1998) Local Self Governance Act (1999), Nepal Education Act 1971, The Companies Act 2063. Though the term shadow education has not been mentioned in these document rather the terms company and institutions have been used.

## **2.2 Review of Empirical Literature**

As we know, private tutoring prevails worldwide and Nepal is not an exception to it. Different researches have been carried out in the field of private tutoring.

Thapa (2011) presented a thesis to Columbia University on "Does private school competition improve public school performance?. The case of Nepal." The main objective of this study was to explore the impacts of private school competition on public school performance for the case of Nepal using data from the school leaving certificate (SLC) exam. The researcher has used survey research design. The data for this study comes from a nationwide survey of 425 schools and 22,500 students from the school leaving certificate (SLC) batches of 2002, 2003 and 2004. This survey was conducted by the SLC study team sponsored by the Ministry of Education and Sports of Nepal. The survey includes 5626 families 425 head teachers and 2500 teachers. The stratified random sampling procedure was used to carry out the research. This survey used questionnaire as the tool of data collection. His research finding showed that school type (private) is positive and statistically significant in explaining students' SLC performance. There is enrolment of different types of students in public and private school for example private schools have more resources and certainly have students from families with higher socio-economic status for peer effects. The achievement of students receiving tutoring was comparatively higher than those of not receiving it. Most importantly, researcher found 68 percent of the Grade 10 students were receiving tutoring.

Regmi (2012) carried out a research entitled "Perceptions of M.Ed. English students on exam focused printed materials" though the research is not directly connected to private tutoring, it has also studied the perception of students on

result oriented activities. This research can be linked to private tutoring in the sense that the students attending private tutoring and using exam focused materials are especially concerned with passing the exam rather than enhancing creativity. To find out perception of students, the researcher used two sets of questionnaire. The sample size of study was 60 students of M.Ed 2<sup>nd</sup> year and the purposive sampling procedure was used to select the campuses and students were selected randomly. The data collected from informants were tabulated and analyzed applying simple statistical tools. The researcher found that exam focussed printed materials were useful especially only for the students who did not take classes regularly or those students who could not manage time for their study. Moreover, most of the students were found using such materials to identify ways of starting and ending of answers and most of the students were against the roles of exam oriented materials.

Acharya (2014) conducted a study entitled “Beliefs of English learners on using guides and guess papers” this research is also not connected to private tutoring. It has also studied the perceptions of students on result oriented activities. This research can be linked to private tutoring in the sense that the taking part in tutoring and using guides and guess papers are especially concerned with passing the exam rather than broaden the knowledge. The objective of research is to find out the beliefs of English learners on using guides and guess papers. The study was carried out using both the primary and secondary sources of data. The sample size of research was 60 students of grade twelve and non-random sampling procedure was followed. The research was based upon survey research design. The researcher used both open-ended and close-ended questions to elicit the data. The researcher found that guides and guess papers were especially useful for the students who are irregular in their class. But the students were not satisfied with the quality of materials, i.e. typing, printing and paper quality. The students suggested to consult guides and guess papers rather than authentic books.

### **2.3 Implications of the Study**

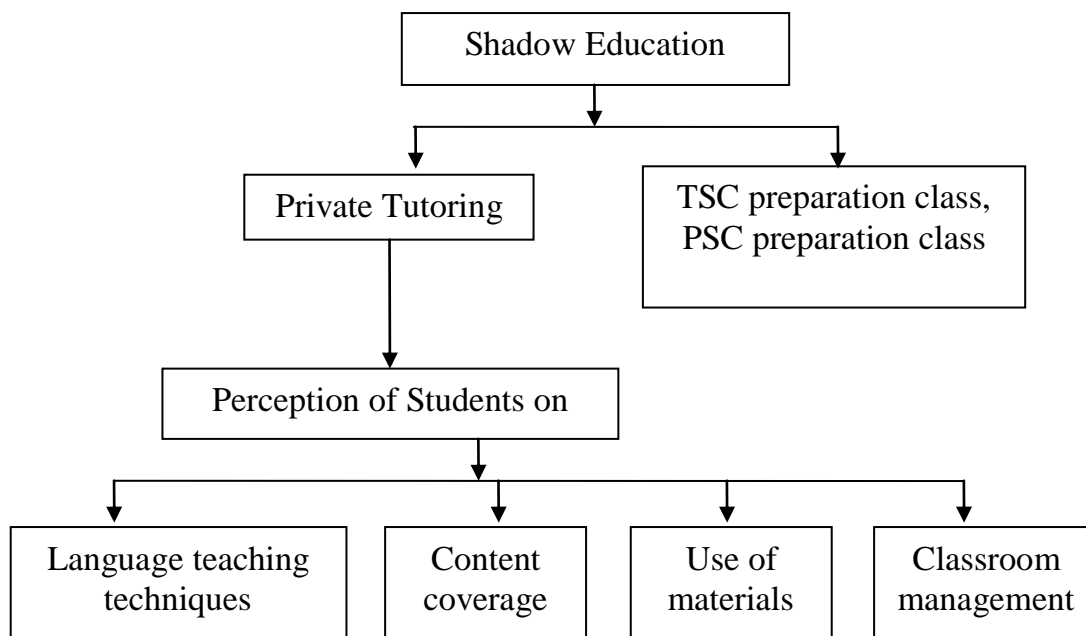
Each and everything has its own significance. All the literature reviewed are connected to private tutoring and the English language. The study of above mentioned literature directly and indirectly has great support for my study to have the concept regarding private tutoring and English language learning.

Literature review supported to have theoretical background, broadened knowledge base, helped in objectifying and improving methodology. Review of Thapa (2011) is of greater implication for my study in the sense that it helped to know the number of secondary level students receiving the tutoring.

In the same way, review of Regmi (2012) and Acharya (2014) supported to form objectives, choose the design to be followed, formulation of data collection tools. It also helped in what kinds of resources should be used and it also helped in bring clarity and focus on research problem. The study of literature is also helpful to contextualize the findings and suggest the areas for further research.

## 2.4 Conceptual Framework

Conceptual framework refers to mental picture of the things in consideration when we think of something image is created in our mind, that type of mental structure is known as conceptual framework. The following is the conceptual framework in my study.



## **CHAPTER - THREE**

### **METHODOLOGY AND PROCEDURES OF THE STUDY**

Methodology refers to the methods or procedures adopted to achieve the specified objectives. To address the objectives of my study, I adopted the following methodologies.

#### **3.1 Design of the Study**

The design of my study is based upon survey research. Generally, survey is a superficial study of an issue. It is the most commonly used method of investigation in educational research. In survey research the data is collected only at a single point of time and structured tools are used. It is the method of collecting information by asking a set of pre-formulated questions in pre-determined sequence through structured questionnaire to a sample of individual so as to be representative of a defined population.

According to Kerlinger (1978), "Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables." Specially, it is carried out in a large number of population in order to find out the public opinion on certain issue, event or situation. Survey research was selected because such study is carried out to address the large population by selecting sample population which is the representative of study population.

Similarly, Nunan (1992, p.140) states " surveys are widely used for collecting data in most areas of social inquiry from politics to sociology, from educational to linguistics". Survey research is a type of research which studies large and small population selecting the sample. Survey is also carried out in educational sectors to obtain a snapshot of conditions, attitude and events at a single point of time.

Nunan (1992, p. 141) suggests the following eight step of survey research.

#### Step 1: Define objectives

To carry out any research, at first objectives of conducting research need to be defined. If we conduct research without defining objectives it will lead us nowhere. Therefore, defining objectives is the first and important step in survey research.

#### Step 2: Identify target population

As second step in survey research we need to identify population in which we are going to conduct study. Identifying of population helps in selecting the sample population as well.

#### Step 3: Literature review

Literature review is fundamental in all the type of research, so is the case in survey research. It is necessary in our research in the sense that it helps to link our study to different theories, it also helps to know the opinion of different scholar in our particular study. Literature review is fruitful to avoid duplication in research.

#### Step 4: Determine sample

After defining population, we need to select the sample population consisting of representative of our whole population. Selecting sample is must in survey research in the sense that our study depends upon on sample in survey. While selecting sample we need to be clear about sampling strategy.

#### Step 5: Identify survey instruments

In this step researcher needs to define or determine the tools of data collection. In survey research mostly, questionnaire and interview are used as the tools of data collection.

#### Step 6: Design survey procedure

In this step the researcher needs to design the data collection procedure. While collecting data the researcher need to be careful in different things. Researcher should be aware of some ethical considerations.

#### Step 7: Identify analytical procedure

In this step the job of researcher is to determine the how the data will be assembled and analyzed. analysis procedure of data need to be determined which helps later on to analyze the data.

#### Step 8: Determine reporting procedure

It is the final step of survey research where we should determine the way of our concluding our research and presenting of it.

The discussion above clarifies that survey is one of the important research methods used in educational investigations. It is mainly carried out to find out people's attitudes, opinions, on certain issue, events or situations. So, in order to explore the students' perception on private tutoring , I choose survey research design for my study.

### **3.2 Population, Sample and Sampling Strategy**

The population of the study is the Bachelor level students who are receiving private tutoring of English subject in different tution/coaching centres in gorup in the Kathmandu valley. The sample size is thirty students and purposive non-random sampling procedures have been followed.

### **3.3 Research Tools**

For this particular study, I used questionnaire with both open-ended and close ended questions.

### **3.4 Source of Data**

The students selected as sample are the source of primary data and review of different research studies, books, articles are the secondary source of data. Specially, secondary sources are Richards and Renandya (2002), Ur (2005), Bray (2007), Harmer (2008), Thapa (2011), Bray (2012), Regmi (2012) Bray (2014), Jayachandran (2014).

### **3.5 Data Collection Procedures**

First of all, I visited the colleges then, I asked the permission to concerned authority to enter the classroom. Then entering the classroom, I established the rapport with students then I requested students to share honestly regarding whether they are receiving private tutoring or not. Then I explained about my purpose and about the item contained in questionnaire. Then, I provided questionnaires to respondents and I requested them to return the questionnaire with responses within two days.

### **3.6 Data Analysis Procedures**

The collected data have been analyzed interpreted, narratively and descriptively with the help of tables, illustrations and diagram.

### **3.7 Ethical Considerations**

While carrying out the research, the researcher should pay attention to different ethical considerations, during my study I took consent from respondents and I maintained confidentiality regarding the information of respondents. Similarly, I did not use the data except for my study without permission of respondents and I did not make manipulation in collected data. In the same way, I did not do any harm to informants while collecting data and I analyzed data objectively. Finally, I paid attention to accurate, accuracy, honesty, truthfulness of data in my study.

## **CHAPTER - FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

#### **4.1 Analysis of Data and Interpretation of Results**

This chapter consists of analysis of data collected through questionnaires applying various descriptive statistical tools, figures and interpretation of the results. In other words, it includes the process of sifting, organizing and summarizing the data to arrive at the results and conclusion of the study.

The following are the headlines in which the chapter has been proceeded.

- Need of private tutoring
- Nature of private tutoring
- Cause of private tutoring
- Effect of private tutoring

##### **4.1.1 Need of Private Tutoring**

The collected responses from Bachelor level students regarding the need of private tutoring have been analyzed and interpreted under the following sub-headings.

###### **4.1.1.1 Tutoring Necessary for the Subject**

The first item was asked to find out the view of students regarding the subjects they require the tutoring. Responses of the students on the question are shown in the following table.

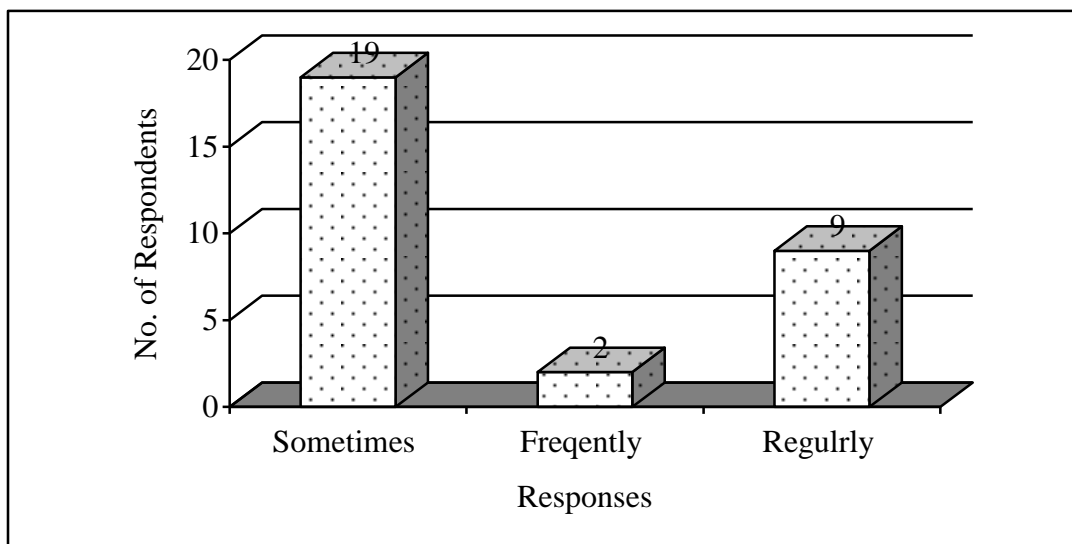
**Table 1**  
**Tutoring Necessary for the Subject**

Response	No. of students	Percentage
Maths	4	13.34
English	14	46.67
Math, Science	4	13.34
Science, English	3	10.00
Math, Science, English	1	3.34
Math, English	4	13.34

The table shows that out of the total thirty students 13.34 percent mentioned private tutoring is necessary for math subject. Similarly, 46.67 percent of them mentioned tutoring is necessary for learning English . Similarly, 13.34 percent students responded that tutoring is necessary for maths and science subjects. Likewise, 10 percent respondents stated that tutoring is necessary for science and English subjects. Few of the students i.e. 3.34 percent mentioned that tutoring is necessary for maths, science and English subjects. Remaining 4 students i.e. 13.34 percent mentioned that tutoring is necessary for math and English subjects. It can be concluded that majority( 46.67%) of the students feel necessity of tutoring for English subject.

#### **4.1.1.2 Private Tutoring is Necessary**

The second item was asked to explore how frequently tutoring is necessary. The responses have been presented in following figure

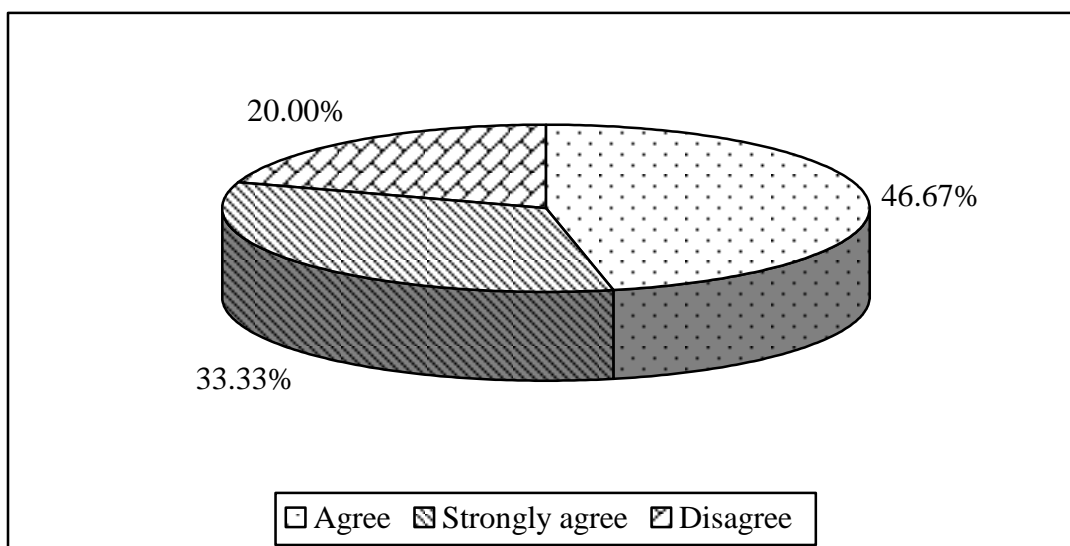


**Figure 1 : Private Tutoring is Necessary**

Above figure shows that out of the total thirty students, 19 students (i.e. 63.34%) feel necessity of tutoring sometimes. Among the respondents 2 (i.e. 6.67%) mentioned that tutoring is needed frequently. Similarly, 9 students (i.e. 30%) stated that private tutoring is needed on regular basis. By the figure, it can be deduced that majority (63.34%) of the students feel necessity of private tutoring sometimes.

#### **4.1.1.3 Need of Private Tutoring to Enhance Language Learning**

The students were asked to find out whether private tutoring is needed to enhance English learning or not. The responses of students are shown in the following figure.



**Figure 2 : Need of Private Tutoring to Enhance Language Learning**

The above figure reveals that out of the total thirty students 46.67 percent agreed that tutoring is needed to enhance English learning. Similarly 33.33 percent strongly agreed private tutoring is needed to enhance English learning. But 20 percent disagreed that tutoring is needed to enhance English learning. It can be inferred that majority of students (80%) feel necessity of private tutoring to enhance English learning.

#### **4.1.1.4 Tutoring Helps Enhancing Creativity**

An item was asked to the students to investigate whether private tutoring enhances creativity of learner regarding English learning or not. The responses obtained have been presented in the following table.

**Table 2**  
**Tutoring Helps Enhancing Creativity**

Response	No. of students	Percentage
Agree	18	60.00
Strongly agree	4	13.33
Disagree	6	20.00
Strongly disagree	2	6.67

The table indicates that out of the total thirty students, 60 percent agreed that private tutoring enhances the creativity of learner regarding learning English. Similarly, 13.33 percent strongly agreed the statement. But 20 percent disagreed with the statement whereas remaining 6.67 percent also strongly disagreed with the statement. It indicates that majority (73.33%) of the students assume that private tutoring enhances the creativity of learning regarding learning English.

#### **4.1.1.5 English Learning without Private Tutoring**

The respondents were asked whether English learning can take place without private tutoring or not. The students responses have been presented in the following table.

**Table 3**  
**English Learning without Private Tutoring**

Response	No. of students	Percentage
Agree	2	6.67
Strongly agree	4	13.33
Disagree	18	60.00
Strongly disagree	6	20.00

The table shows that out of the total thirty students 60 percent disagreed without the private tutoring, English learning can not take place. Similarly, 20 percent strongly disagreed. Whereas 6.67 percent agreed with the statement and 13.33 percent strongly agreed. It can be deduced that majority of the students (80%) assume English learning can take place without private tutoring as well.

#### **4.1.1.6 Private Tutoring Appropriate for Slow Learner for bright Students**

##### **Loss of Time**

Students were asked for whom private tutoring is appropriate slow learner or for bright learner it is loss of time the responses have been presented in following table.

**Table 4**  
**Private Tutoring Appropriate for Slow Learner for bright Students Loss of Time**

Response	No. of students	Percentage
Agree	12	40.00
Strongly agree	2	6.67
Disagree	16	53.33
Strongly disagree	0	0.00

The table reveals that out of the total thirty students, 40 percent agreed that private tutoring is appropriate for slow learner but for bright learner it's loss of time. Similarly, 6.67 percent strongly agreed. On the other hand, 53.33 percent disagreed with the statement. It indicates that more than half of the students (53%) disagreed with the statement. It can be said that private tutoring is not only appropriate for slow learning but for bright learners as well.

#### **4.1.2 Nature of Private Tutoring**

It is crystal clear that all the phenomenon have different characteristics. So is the case with private tutoring. Here is the analysis of how the private tutoring is different from other regular classes.

##### **4.1.2.1 Private Tutoring Helps to Score High Marks**

The question whether private tutoring helps to score high marks or not was asked to informants.

The responses to the item have been tabulated in the following table.

**Table 5**

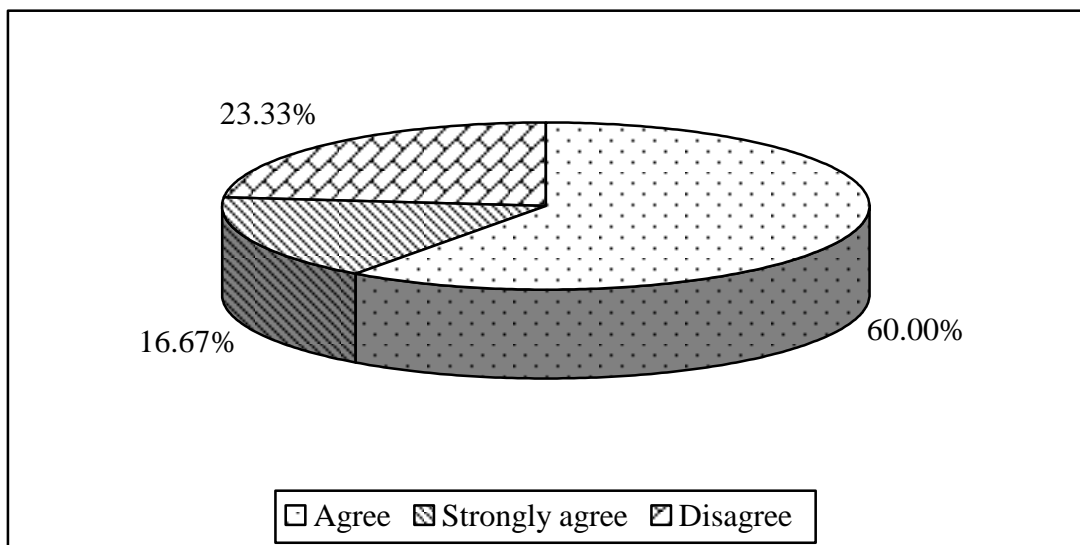
**Private Tutoring Helps to Score High Marks**

Response	No. of students	Percentage
Agree	20	66.67
Strongly agree	3	10.00
Disagree	7	23.33
Strongly disagree	0	0.00

The table indicates that out of the total thirty students, 66.67 percent agreed private tutoring helps to score high marks. Similarly, 10 percent strongly agreed to the statement. But 23.33 percent disagreed to the statement. The analysis of table indicates that majority (76.67%) of students view private tutoring helps to score high marks. .

**4.1.2.2 Focus of Private Tutoring on Exam Oriented Content**

Informants were asked whether private tutoring focuses upon exam oriented content or not. The responses of students have been presented in the following figure.



**Figure 3 : Focus of Private Tutoring on Exam Oriented Content**

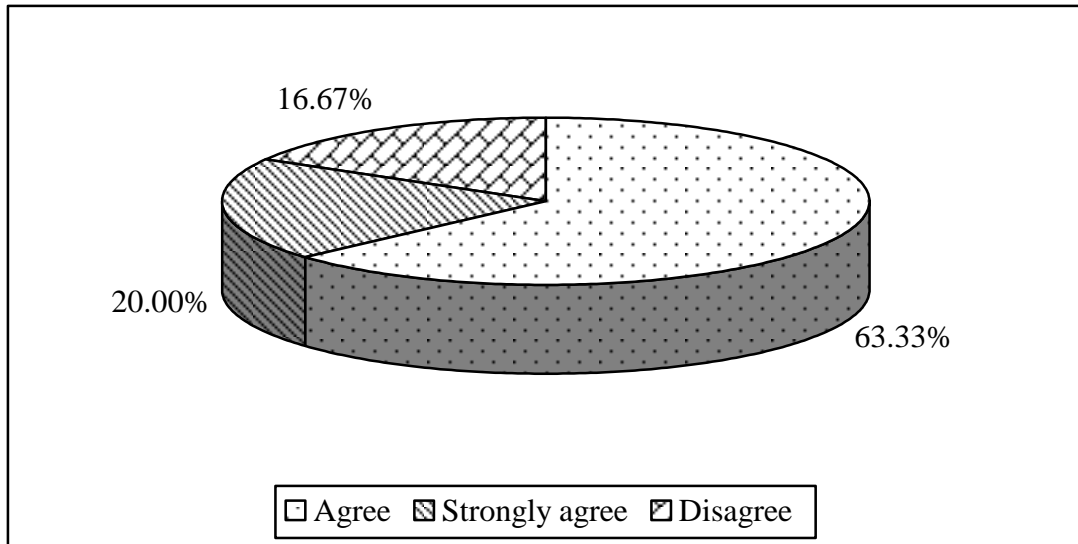
The figure shows that out of the total thirty students, 60 percent agreed to private tutoring focuses upon exam oriented content. Likewise, 16.67 percent strongly agreed to the statement. Among the informants 23.33 percent disagreed to the statement. By analyzing the table it can be inferred that majority (76.67%) of respondents assume that the much more focus of private tutoring lies on exam oriented content.

#### **4.1.2.3 Aspects Learned in Tutoring Class**

The students were asked what aspects they learn in private tutoring class not in regular class. In response to the item, out of the total thirty informants, 13.33 percent responded that they join tutoring class to learn the use the reference materials. In the same way , 23.33 percent responded, that they learn about writing answers of questions. Similarly, 3.33 percent attend tutoring class to learn strategies to learn fast. Similarly, 23.33 percent responded that they go tutoring class to learn writing answers to the question and to overcome the challenges while learning English. Likewise 13.33 percent responded that private tutoring is necessary to learn to use reference materials and writing answers. 6.67 percent stated use of reference materials and strategies to learn fast is learnt in tutoring class not in regular class. 3.33 percent responded students learn strategies to learn fast and strategies to overcome the challenges while learning English. On the basis of above discussion, it can be concluded that majority (46.66%) of the students attend private tutoring to learn writing answers and strategies to overcome the challenges faced while learning English.

#### **4.1.2.4 Individual Treatment in Private Tutoring**

In order to investigate the perceptions of informants regarding the treatment in tutoring class, students were asked whether there is individual treatment in tutoring class or not. The responses of students have been shown in the following figure.



**Figure 4 : Individual Treatment in Private Tutoring**

The figure reveals that out of the total thirty respondents, majority of the students i.e. 63.33 percent agreed that there is individual treatment in tutoring class. Similarly, 20 percent strongly agreed to the statement. Among the students, 16.67 percent disagreed that there is individual treatment in tutoring class. It can be deduced that majority (83.33) of students get individual treatment in tutoring class.

#### **4.1.2.5 Teaching Differences in Regular Class and Tutoring Class**

Respondents were asked to present their view on the statement ‘same teacher teaches differently in regular class and tutoring class’. The views of respondents have been presented in the following table:

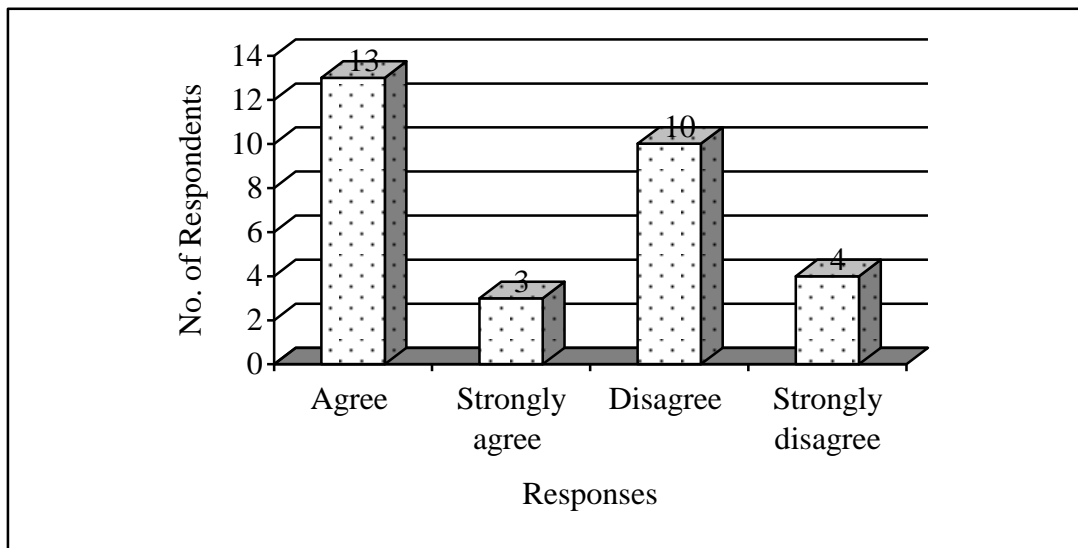
**Table 6**  
**Teaching Differences in Regular Class and Tutoring Class**

Response	No. of students	Percentage
Agree	11	36.67
Strongly agree	10	30.00
Disagree	8	26.66
Strongly disagree	2	6.67

The table reveals that out of the total thirty informants, 11 students (i.e. 36.67%) agreed with the statement ‘same teacher teaches differently in regular and tutoring class’. In the same way, 10 students (i.e. 30%) strongly agreed with the statement but 8 students (i.e. 26.66% disagreed with the statement, remaining 2 students (i.e. 6.67%) strongly disagreed the statement. It can be concluded that majority (66.67%) of the students assume that the teacher teaches differently in regular class and tutoring class.

#### 4.1.2.6 Private Tutoring Kills the Creativity of Learner

Informants were asked whether private tutoring kills the creativity of learner or not, the responses have been presented in the following figure:

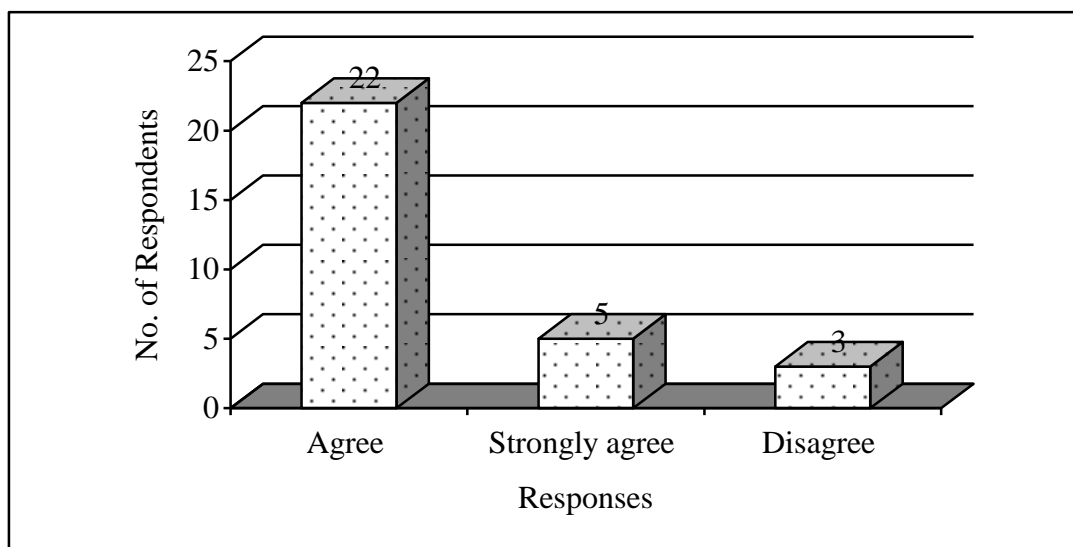


**Figure 5 : Private Tutoring Kills the Creativity of Learner**

The figure shows that out of the total thirty students, 13 students (i.e. 43.33%) agreed to the statement that tutoring kills the creativity of learner. Likewise, 3 students (i.e. 10%) strongly agreed to the statement whereas 10 students (i.e. 33.33%) disagreed that tutoring kills the creativity of learner. In addition, 4 students (i.e. 13.34%) strongly disagreed the statement. It can be concluded that majority (53.33%) of students view that tutoring kills the creativity of learner.

#### 4.1.2.7 Students' Opportunity to Answer the Questions

Students were asked whether they are promoted to answer the questions in tutoring class or not, the students responded as in the following figure.



**Figure 6 : Students' Opportunity to Answer the Questions**

The figure indicates that out of the total thirty informants, 22 (i.e. 73.33%) agreed to the statement that students are promoted to answer the questions in tutoring class. Similarly, 5 students (i.e. 16.67%) strongly agreed the statement whereas 3 students (i.e. 10%) disagreed the statement that students are promoted to answer the questions in tutoring class. It can be deduced that in tutoring class, majority (90%) of students are highly promoted to answer the questions.

#### 4.1.2.8 Students' Opportunity to Involve in Activities

An item was asked to find out whether the students get opportunities to involve in tutoring class or not. The responses have been presented in the following table.

**Table 7**

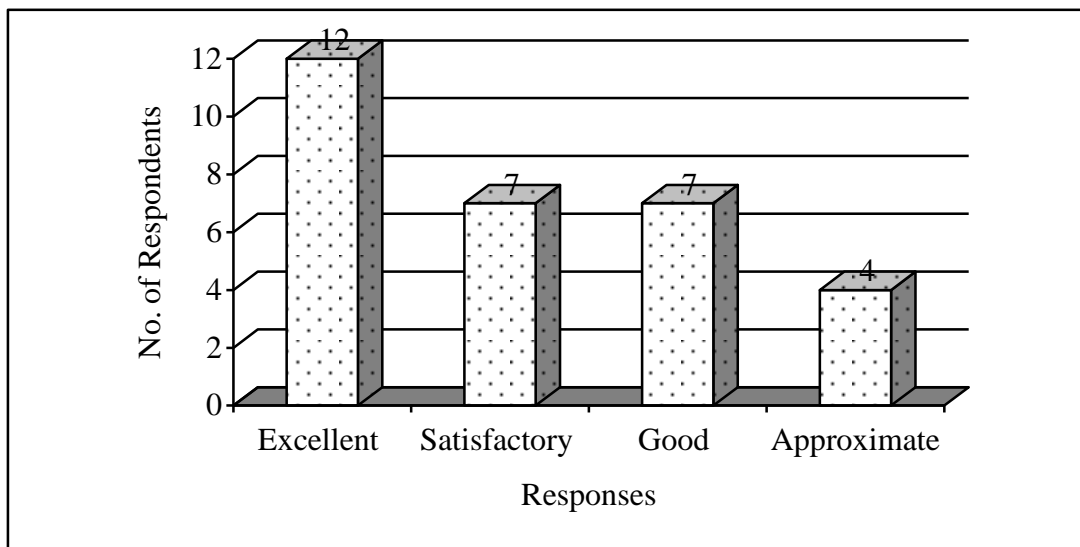
**Students' Opportunity to Involve in Activities**

Response	No. of students	Percentage
Agree	17	56.67
Strongly agree	5	16.67
Disagree	6	20.00
Strongly disagree	2	6.67

The table reveals that out of the total thirty students, 56.67 percent agreed that students get opportunities to involve in teaching learning. Similarly, 16.67 percent strongly agreed the statements. But 20 percent disagreed that students get opportunities to involve in teaching and learning in tutoring class and remaining 6.67 percent strongly disagreed with the statement. The view of majority of the students (73.34%) helps us to conclude that students get opportunities to involve in teaching and learning in tutoring class.

**4.1.2.9 Content Coverage in Tutoring Class**

The students were asked their perceptions regarding the content coverage in tutoring class. The responses are shown in the following figure.



**Figure 7 : Content Coverage in Tutoring Class**

The figure demonstrates that out of the total thirty students, 12 students (i.e. 40%) responded that content coverage is excellent in tutoring class. Similarly, 7 students (23.33%) stated that content coverage is satisfactory in tutoring class. Likewise, other 7 students (i.e. 23.33%) responded that content coverage is good in tutoring class. Remaining 4 students (i.e. 13.34%) of students revealed the fact that there is approximate content coverage in tutoring class. By analyzing the figure it can be deduced that majority (40%) of students regard content coverage is excellent in tutoring class.

#### **4.1.2.10 Content Understood in Tutoring Class**

An item was asked to informants to investigate ‘whether the content provided in tutoring class is clearly understood or not’ the responses of informants have been depicted in the following table:

**Table 8**  
**Content Understood in Tutoring Class**

Response	No. of students	Percentage
Agree	17	56.67
Strongly agree	2	6.67
Disagree	10	33.33
Strongly disagree	1	3.33

The table depicts that out of the total thirty respondents, 56.67 percent agreed that content provided in tutoring class is clearly understood. Similarly, 6.67 percent strongly agreed. Whereas 33.33 percent disagreed that content provided in tutoring class is clearly understood and remaining 3.33 percent strongly disagreed. With the analysis of the table it can be concluded that the majority (63.34%) of students clearly understand the content provided in tutoring class.

#### 4.1.2.11 Materials Used by Teachers

Students were asked what sort of materials were used by teachers while teaching. The students responded to the item as, out of total thirty students, 33.33 percent stated that textbook is used by teachers while teaching. Similarly, 13.33 percent responded the teachers use guide and guess papers. In the same way, 6.67 percent revealed that teachers use books of foreign writers. Likewise, 6.67 percent responded teachers use notebooks prepared by themselves; 16.67 percent stated that teachers use textbook and book of foreign writers. Similarly, 3.33 percent responded that teachers make use of guide guess and paper and book of foreign writers. Remaining 20 percent revealed that teachers make use of guide and guess paper and textbooks. On the basis of above mentioned discussion, it can be inferred that according to half (50%) of students teachers make use of textbook and books of foreign writers.

#### 4.1.2.12 Materials Suggested to Students

An item was asked to respondents to investigate ‘what sort of materials are suggested to read in tutoring class’. The responses have been depicted in the following table.

**Table 9**  
**Materials Suggested to Students**

Response	No. of students	Percentage
Textbook	15	50.00
Guides/Guess paper	4	13.33
Authentic books	11	36.67
Others	0	0.00

The table shows out of the total thirty students , 50 percent responded that they were suggested to read textbook. Similarly, 36.67 percent mentioned they were suggested to read authentic books and remaining 13.33 percent revealed

that they were suggested to read guide/guess papers. Analyzing the table ,it can be concluded that majority (86.67%) of students are suggested to read authentic books and textbook in tutoring class.

#### **4.1.2.13 Classroom Management**

An item was asked regarding the classroom management in tutoring class. Out of the total thirty students, 6.67 percent responded that there is enough space to sit in class. 3.33 percent mentioned that there is enough light to read and write. Similarly, other 3.33 percent revealed that tutors make use of black /white board. Likewise, 20 percent mentioned that tutors make use of multimedia projector. 10 percent responded that there is proper seating arrangement in tutoring class ,36.67 percent revealed there is proper seating arrangement and enough light to read and write. In the same way, 13.33 percent responded that there is proper seating arrangement and tutors make use of white/black board. Likewise, remaining 6.67 percent mentioned that there is enough light to read and write and tutors make use of multimedia projectors. On the basis of above discussion, regarding classroom management, it can be concluded that according to 36.67 percent of students there is proper seating arrangement, enough light to read and write.

#### **4.1.2.14 Techniques Applied in Tutoring Class**

To investigate the method/techniques applied in tutoring class, students were asked as how the teachers teach in tutoring class. Out of the total thirty students, 10 percent revealed that teachers make students involve in activities, 6.67 percent responded that teachers follow only lecture methods. 13.33 percent mentioned that teachers make students interact. Similarly,70 percent mentioned that teachers make students involve in activities and make them interact. By the response of majority ( 70%) of students , it can be concluded that teachers make use of student centered techniques in tutoring class.

### **4.1.3 Cause of Private Tutoring**

In order to explore the cause or encouraging factor to make students attend private tutoring, respondents were asked different questions. The responses of the students have been presented herewith under the following sub-themes:

#### **4.1.3.1 Reasons to Attend Tutoring**

An item was designed to investigate the causes or reasons to attend private tutoring. Out of the total thirty respondents, 16.67 percent mentioned that students' negligence in regular class is one of the causing factor to attend tutoring class. In the same way, 3.33 percent considered the teachers' negligence in regular class is the reason to attend tutoring. Similarly, other 3.33 percent stated that overloaded curriculum as the reason to attend tutoring. Likewise, 26.67 percent responded students attend tutoring class because of competition to score high marks. Other 10 percent revealed that they attend tutoring class because of overloaded curriculum and competition to score high marks; 13.33 percent considered students' negligence in regular class and competition to score high marks as the reasons to attend tutoring. Similarly, 26.67 percent responded that students and teachers' negligence in regular as the causing factor to attend tutoring class. According to the above mentioned discussion, it can be concluded that majority (53.34%) of students consider competition to score high mark and teachers' and students' negligence in the regular class are the main reasons to attend tutoring class.

#### **4.1.3.2 Cause of Attending Tutoring Class**

Respondents were asked regarding the causes of attending private tutoring. The different respondents have mentioned different causes of attending tutoring. Out of the total thirty students, 33.33 percent mentioned that individual treatment in tutoring is the causing factor to attend tutoring. Similarly, 20 percent mentioned that the use of sufficient materials in tutoring class is the cause of attending tutoring. In the same way, 20 percent responded that

guidance of teacher in the tutoring class causes students to attend private tutoring. 26.67 percent mentioned the individual treatment and guidance of teacher cause the students to attend tutoring. According to the discussion, it can be deduced that majority (60%) of students attend tutoring class because of individual treatment and guidance of teacher in the tutoring class.

#### **4.1.3.3 Encouraging Factors to Attend Private Tutoring**

An item was asked to students regarding the encouraging factor to attend private tutoring. In this regard, out of the total thirty students, 6.67 percent mentioned guardians to be the encouraging factor to make their children attend tutoring class. Similarly, 6.67 percent mentioned teacher as the encouraging factor. Likewise, 53.34 percent responded learner themselves as the factor to make them attend private tutoring. Very insignificant number of students (i.e. 3.33%) mentioned guardians and teachers were the encouraging factors to make children attending tutoring. Other 3.33 percent mentioned guardians and society to be the encouraging factors. In the same way, 23.33 percent responded guardians and learner to be the encouraging factor, remaining 3.33 percent mentioned teacher and learner as the encouraging factors to attend private tutoring. According to the above discussion, more than half of students i.e. 53.34 percent mentioned learner themselves as encouraging factor to join private tutoring. Similarly, 23.33 percent students mentioned, guardians and learners to be the encouraging factors. It can be concluded that guardians and learner themselves are the encouraging factors to attend tutoring.

#### **4.1.3.4 Perception Towards English to be Difficult**

A statement "Perception toward English to be difficult is one of the causes to attend private tutoring" was administered to the respondents. The responses of students on that statement have been presented in the following table.

**Table 10**  
**Perception Towards English to be Difficult**

Response	No. of students	Percentage
Agree	20	66.67
Strongly agree	3	10.00
Disagree	5	16.67
Strongly disagree	2	6.66

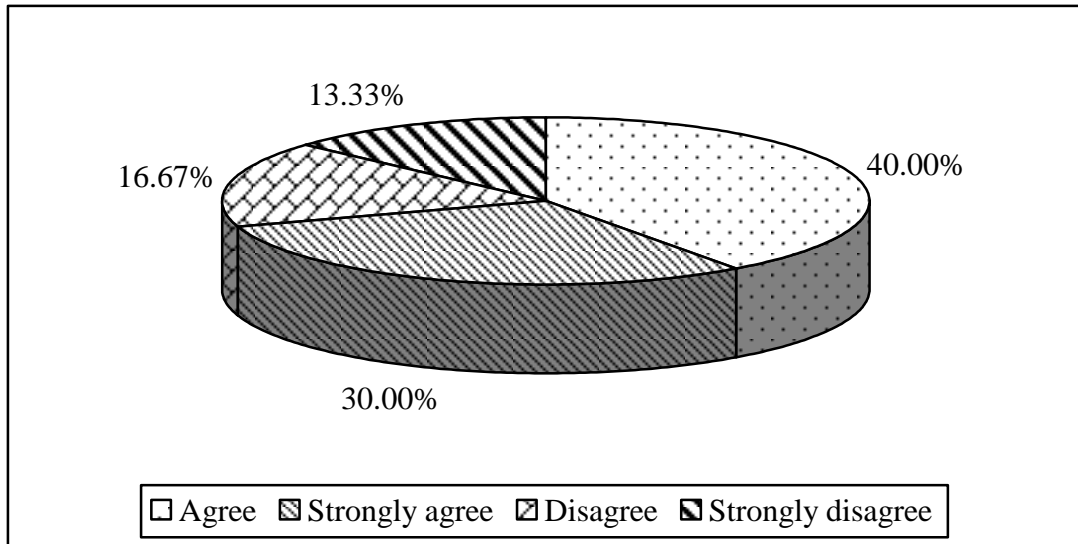
The table demonstrates that out of the total thirty students , 66.67 percent agreed to the statement ' perception toward English to be difficult' is one of the cause to attend private tutoring. Similarly, 10 percent strongly agreed to the statement whereas 16.67 percent disagreed the statement ' perception toward English to be difficult' is one of the causing factor to attend tutoring and remaining 6.66 percent strongly disagreed the statement. The majority of students(76.67%) agreed the statement, so it can be concluded that perception toward English to be difficult is one of the causes to attend private tutoring.

#### **4.1.4 Effect of Private Tutoring**

Finally to investigate the effect of tutoring four different questions were administered to the students in the following sub-heading.

##### **4.1.4.1 Private Tutoring Increases Social Inequality**

To investigate the impact of private tutoring, students were asked whether private tutoring increases social inequality or not. The responses obtained from respondents have been presented in the following figure.



**Figure 8 : Private Tutoring Increases Social Inequality**

The figure depicts that out of the total thirty students, 40 percent agreed that private tutoring increases social inequality. Similarly, 30 percent also strongly agreed the statement but 16.67 percent disagreed that private tutoring increases social equality. Similarly, remaining 13.33 percent strongly disagreed the statement. The majority (70%) of students have agreed the statement so it can be concluded that private tutoring increases social inequality.

#### **4.1.4.2 Language Skill Focused in Tutoring Class**

To investigate which language skill is focused in tutoring class, students were asked regarding the focus of tutoring class. Responses of students have been presented in the following table.

**Table 11**  
**Language Skill Focused in Tutoring Class**

Response	No. of students	Percentage
Listening skill	1	3.33
Speaking skill	7	23.34
Reading skill	4	13.33
Writing skill	18	60.00

The table reveals that out of the total thirty students, 3.33 percent mentioned that the focus was on listening skill. Likewise, 23.33 percent responded that speaking skill was focused in tutoring class. Similarly 13.33 percent mentioned that reading skill was focused. But 60 percent mentioned that writing skill is focused in tutoring class. Majority (60%) of students responded that writing skill is focused in tutoring class, it can be deduced that writing skill is highly emphasized in tutoring class.

#### **4.1.4.3 Aspects of Language Learnt in Tutoring**

Students were asked what aspect of language to learn they attend tutoring class. The responses have been presented in the following table.

**Table 12**  
**Aspects of Language Learnt in Tutoring**

Response	No. of students	Percentage
Grammar	17	56.67
Pronunciation	3	10.00
Vocabulary	7	23.33
Others	3	10.00

The table demonstrates that out of the total thirty students, 56.67 percent mentioned that private tutoring is attended to learn grammar. Similarly, 10 percent stated that students attend tutoring to learn pronunciation; 23.33 percent mentioned that vocabulary is learned in tutoring class. Remaining 10 percent responded that students attend tutoring to learn other things. Majority (56.67%) of students have mentioned that tutoring was attended to learn grammar. It can be concluded that students attend tutoring to learn grammar.

#### **4.1.4.4 Focus of Tutoring Class**

Finally, students were asked, what the main concern of tutoring is. The response of students have been presented in the following table;

**Table 13**  
**Focus of Tutoring**

Response	No. of students	Percentage
Rote memorization	11	36.66
Enhancing creativity	3	10.00
Developing critical thinking	8	26.67
Developing communicative skills	8	26.67

The table reveals that out of the total thirty students, 36.67 percent mentioned that in tutoring class main concern lies on rote memorization, 10 percent stated that tutoring focuses on enhancing creativity. Similarly, 26.67 percent responded that tutoring focuses on developing critical thinking. Likewise, 26.67 percent mentioned that communicative skills are developed in tutoring class. While analyzing the table, it has been found that the majority (36.67%) of students mentioned that rote memorization is emphasized in tutoring class, it can be concluded that the private tutoring mainly emphasizes on rote memorization.

#### **4.1.5 Efforts Made by Learner to Learn English**

Along with close ended item, the open ended questions were also asked to students. The first item was for finding the efforts made by a learner to learn English except regular class in their school/colleges. The respondents stated that they made the following attempts to learn English.

- Join the tuition/coaching classes.
- Make use of internet.
- Read newspaper and different type of books, novel, article.
- Do self study.
- Watch and listen to the English speaking of native speakers/watch movies.
- Make communication in English with friends.

- Practise to write in English.
- Make use of grammar book and dictionary.
- Join English language classes.

According to students, they make above mentioned efforts to learn English. Most of the students have responded that they joined the tuition/coaching classes to enhance their English learning.

#### **4.1.6 Role of Private Tutoring in English Learning**

The second item was administered regarding the role of private tutoring ,i.e “what sort of role, the private tutoring plays in English learning”. The students have explained the role of tutoring as :

- It provides opportunity to learn with the great care of teachers.
- Provides techniques to read and write in the exam.
- Encourages to interact and communicate in English.
- Helps to enhance writing skill.
- Provides enough time to practise English.
- It also helps to use appropriate vocabulary, enhance reading, listening skill and speaking skill.
- Fosters creativity, informs about new innovations regarding learning.
- Helps to improve pronunciation.
- Provides knowledge regarding the content.
- Helps to build confident to speak in English and writing the answers of questions.

Regarding the role of private tutoring in English learning, according to the responses of students, it can be said that tutoring plays positive role in their learning.

#### **4.1.7 Individual Treatment in Tutoring**

Students were asked as to whether ‘ they get individual treatment or not in tutoring class, if so how’. Most of the students stated that, they get individual treatment in tutoring by the following ways:

- Teachers encourage individual work in tutoring class.
- Teachers check the answers of students individually.
- Teachers make students involve in discussion.
- Teachers respect the curiosity of especially of slow learner.
- Students are limited in tutoring class, so teachers care and evaluate all the students; if any mistake found that is corrected.
- Teachers provide sufficient time to practise individually.
- Teachers respect the individual way of learning of learners.
- Teachers provide the support to learners as per their needs.

Most of the students said that they get individual treatment in tutoring class. The teachers respect the individual learning of learners. They evaluate students individually as well.

#### **4.1.8 Types of Learner Benefited from Tutoring**

Generally we assume that, all of the students get benefit by tutoring. To be more specific regarding the type of students fourth questions was asked as what types of learners get benefit from private tutoring. The students responded as :

- The learners who are not able to capture all the contents taught in regular class.
- The students who do not have time to be regular in school/college.
- The slow learners who want to master over the subject matter.
- Not only slow learners enthusiastic students as well get benefit from tutoring class.
- The students wishing high marks and passing the examination.

- Students engaged in job and having different family problems.
- The students who cannot learn in crowded environment.

According to the above mentioned responses especially those students who are unable to be regular in school/college and the students who want to score high marks get benefit from the private tutoring.

#### **4.1.9 Positive Aspects of Tutoring**

The fifth number of item in the questionnaire aims to explore positive aspects of tutoring. The following are the positive aspects presented by the respondents.

- We can learn the things in tutoring class which is missed in regular class.
- We get enough opportunity to practise in tutoring class.
- Much more focus is given to individual learners.
- Student oriented classes are conducted in tutoring.
- It helps slow learners.
- Helps to develop the idea to deal with the questions in examinations.
- Provides counselling, if necessary.
- There is a freedom to select the topic to be discussed.
- Helps students to secure high marks in examination.
- Makes aware of the technique to write the answers of difficult questions.
- Helps to overcome the challenges while learning English.
- The teachers facilitate students in the problem of students.
- Increase confidence level to face the examination.
- Helps to develop communicative skills as well.
- Learners can learn individually.
- More interaction takes place in tutoring class.
- It highly motivates students towards their learning.
- The teachers repeat the subject matter so students can grab.
- The students are less in a number so they get enough time to practise.

On the basis of responses of students, now it can be said that most of the students view it positively in the sense that it helps to score high marks, focus on students' practise, content repetition.

#### **4.1.10 Negative Aspects of Tutoring**

Students were not asked only positive aspects of tutoring but negative aspects as well. The students presented the negative aspects of tutoring as :

- It increases students dependency on teachers so kills the creativity of learner.
- Students may not pay attention in regular class of school/college.
- Students may focus on content only rather than other skills.
- Teachers may have problem of managing time for both regular and tutoring class.
- It focuses on exam oriented content only.
- It may create mental pressure in learner then in regular class.
- Learners focus only on getting notes by teachers.
- It is economic oriented so all the student may not have opportunity to join it.
- Focus on writing skill (in the examination) than other skills.
- It provide only specific knowledge which may not be sufficient for learners.
- It may decrease students learning participation in regular classes.

Students not only view tutoring positively they are aware of several negative aspects of it as well such as it is expensive, it demands extra time, increases dependency of learner.

#### **4.1.11 Suggestions for the Students who only Depend on Tutoring**

The students were asked what is their suggestion for the students who only depend on tutoring classes. The students have provided the following suggestions:

- Not to be fully depend on tutoring classes because it makes students lazy and students become more exam oriented.
- Students need to do self study rather being dependant upon tutoring, if necessary only join the tutoring classes.
- Tutoring is only a tool to enhance our learning, it doesn't provide all the required knowledge.
- Focus on regular classes rather than tutoring class.
- Do not be totally dependant on tutoring class, it may loss the creativity of the learner.
- If students are attentive in regular class, there is no need of tutoring class.

According to the responses of students, now it can be said that students view tutoring classes as a tool to enhance learning but it is not good to be totally dependant on it rather students need to be attentive in regular class and focus on self study.

#### **4.1.12 Differences between Language Teaching in School Class and Tutoring Class**

The item no. eight in the questionnaire was asked to investigate whether any differences existed between tutoring and regular class. Most of the students argued that there are significant differences between them which are as follows:

- In regular class, students do not get much more attention of teachers. But in tutoring class teachers individually focus on learners.
- In regular class, there are students in greater number but the time is limit, on the other hand tutoring class contains students in less number, so all the students get sufficient time to practise.
- Language teaching in school class focuses on all the aspects and skills of language, but in tutoring class focus is only on writing skill.

- Regular class in school focuses on all the contents but in tutoring class exam oriented subject matter is basically focused.
- Regular class covers all the aspects of curriculum but in tutoring class emphasis is given to the problems raised by the students.
- Teachers teach actively in tutoring class than in regular class.
- Individual need and interest are focused in tutoring class than in regular class.
- In school, there is only teacher centred language teaching but in tutoring class, all students participate in activities.
- Teachers are well qualified in school but in tutoring class even a graduate student may be a teacher to teach intermediate students.
- In school class, especially lecture method and textbooks are used while in tutoring class there is the facilitation of extra student oriented proceeding.
- Individual capacity and psychology of students are recognized in tutoring class rather than school classes.
- School classes try to make students able in all the contents of the curriculum but in tutoring class focus is on scoring high marks.

The respondents have different views regarding regular class and tutoring class. Almost all respondents argue that in tutoring class there is individual treatment and teaching is exam oriented than in regular class.

#### **4.1.13 Opinion Regarding the Content Coverage in Tutoring Class**

One of the items in the questionnaire was included to explore the view of respondents regarding the content coverage in tutoring class. They viewed content coverage in tutoring in the following way:

- In tutoring class, specially exam oriented content is focused and the subject matter in which students feel difficultly is emphasized.
- If necessary, the teachers deal with the content in detail, so the students are satisfied.

- Generally in tutoring class less content is covered in comparison to regular class; tutoring class does not cover each and every content prescribed in the curriculum.
- In tutoring class content to be discussed is selected as a result of discussion with students.

On the basis of students responses, here it can be argued that students are satisfied regarding the content coverage in the sense that the class is much more exam-oriented but it can not address all the contents prescribed to students.

#### **4.1.14 Materials used and Suggested in Tutoring Class**

To investigate' what sort of teaching and reference materials are used in tutoring class and are suggested to students, the students' were asked an open ended the question and the response obtained are as:

- Foreign writers book/text books, news/articles.
- Regarding teaching materials daily used materials and multimedia are used.
- Teachers use their notebook prepared by themselves.
- Teachers suggest students to read authentic books and textbooks.
- Students are suggested to go through internet ; tutors make use of guide/guess paper written by themselves.
- In tutoring, mainly the focus is on solving the question asked in the previous years.

On the basis of students' views, in tutoring class, mostly textbooks, notebooks, books written by foreign writers are used. Similarly, students are suggested to go through internet for further information and are asked to solve questions asked on previous years

#### **4.1.15 Classroom Management in Tutoring Class**

To get the perception of students regarding classroom management in tutoring class the respondents were asked as to how the classroom is managed in tutoring class in terms of seating arrangement for disruptive behaviour of students. The respondents stated as :

- There is well management of desk and benches.
- There is sufficient light to read and write.
- White / black board has been placed in proper space.
- There is no gender variation in seats. Both girls/boy can sit wherever they like.
- Students are limited in number, so there is well seating arrangement.
- Generally because of limited number of students, there is less noise, if students show disruptive behaviour they are punished by asking them doing class work.
- There is enough space for role play, pair work and group activities.
- Students seem to be quite interested in class because they have invested great amount of money.

On the basis of students , responses, it can be analyzed that students are satisfied with classroom management in tutoring class; teachers treat them as per their psychology and physical management is also proper.

#### **4.1.16 Techniques used in Tutoring Class**

The final item was asked to know the view of students regarding teaching techniques applied in tutoring class. Most of the students responded as:

- Basically, tutoring class followed question - answer, describe objects orally and free writing . Special techniques to enhance writing skills are used. But all the skills should be emphasized such as for speaking, role play, pair work.

- Generally, dictation (note writing) is applied in tutoring class.
- Techniques vary as per the nature of content and tutors. Teachers make use of both inductive and deductive method while teaching.
- Teachers also make use of communicative technique to teach.
- The techniques applied in tutoring classes are simple and easy as per the level of students.

Here almost all students are satisfied with the techniques applied in tutoring class in the sense that teachers use simple and easy techniques to make them understand and they get notes as well.

## **CHAPTER - FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Findings**

This chapter reports the major findings of this study. The study intended to find out the perceptions of bachelor level students' on private tutoring in terms of language teaching technique, content coverage, use of materials (teaching materials and reference materials) and classroom management. Further, the study aimed to suggest some pedagogical implications. After analyzing and interpreting the data explored through the questionnaire, this study has come up with the following findings:

1. Students are found to be positive toward private tutoring.
2. More than 46.67 percent of the students mentioned that private tutoring is necessary for English subject. This means tutoring is needed to learn English effectively.
3. More than sixty percent of the students i.e. 63.34 mentioned that private tutoring is needed sometimes.
4. It was found that, private tutoring is most needed to enhance English language learning for eighty percent of the students.
5. Majority of the students i.e. 76.67 percent assume private tutoring helps to score high marks.
6. More than 75 percent of students (i.e. 76.67%) revealed that private tutoring focuses upon exam oriented contents; the content important from examination point of view is much more emphasized in tutoring class.
7. According to majority of learners( 83.33 percent) students get individual treatment in tutoring class.
8. It was found that private tutoring kills the creativity of learner because teacher dictates the answers to the questions for more than fifty percent of the students (i.e. 53.33%).

9. Ninety percent of the students were found to be responding students were promoted to answer the questions in tutoring class. But students do not respond because they expect answer from the teacher.
10. More than sixty percent of the students (i.e. 63.34%) mentioned that the content provided in tutoring class is clearly understood.
11. It was found that teachers use textbook and books written by foreign writers in tutoring class according to the response of 50 percent students.
12. Fifty percent of students mentioned that they are suggested to read textbook similarly 36.67 percent of student revealed that they are suggested to read authentic books.
13. Regarding the classroom management in tutoring class, 36.67 percent of students revealed that there is proper seating arrangement and enough light to read and write. Similarly, 20 percent of students responded that tutors make use of multimedia projectors in tutoring class.
14. Majority of the students i.e. 70 percent responded that teachers make students involve in activities and make the students interact. It means in tutoring class, student centred techniques are applied to teach.
15. It was found that 26.67 percent of the students considered competition to score high marks is the reason to attend tutoring class; 26.67 percent of students considered students' and teachers' negligence in regular class are the reasons to attend private tutoring.
16. It was found that learner themselves are the encouraging factors to attend private tutoring for the students i.e. 53.34 percent, whereas 23.33 percent of the students, guardians and teacher themselves are the encouraging factors to attend private tutoring.
17. Perception toward English to be different is one of the causes to attend private tutoring in the sense that, majority of the students i.e. 76.67 percent agreed the statement.
18. The majority of the students (i.e. 70%) agreed the statement "private tutoring increases social inequality."

19. More than half of the students (i.e. 60%) mentioned that writing skill is emphasized in tutoring class. It means students were highly taught regarding the answering the questions in examination.
20. It was found that 56.67 percent of students attend private tutoring to learn grammar. It means students feel much more difficulty in grammar rather than other aspects of language.

Analyzing and interpreting the open ended questions, it was found that along with private tutoring, and coaching classes students make use of internet, read newspaper, articles, novels and watch movies to improve their English learning. The students who are slow get much more benefit from tutoring bright students also get extra exposure to learn. Students view tutoring as the tool to help score high marks; students perceive tutoring negatively as well in the sense that it increases dependency of students on teacher; it demands extra money and time, focuses only on exam oriented content etc. The students have been found suggesting the learners who depend on tutoring only, it is better to increase self study, focus on regular class . Furthermore it has been found that, students do not get much more attention of teacher in regular class as compared to tutoring class. Mostly textbooks, books written by foreign writers and notebooks are used and simply student centred techniques are applied in tutoring class

## **5.2 Conclusion**

Simply, it is assumed that private tutoring is necessary to learn English . Generally, private tutoring is considered to be scaffolding of regular schooling. In our context, most of the students attend private tutoring to support their study specially the students join private tutoring to learn English. The expansion of private tutoring is growing day by day worldwide. In the Nepalese scenario as well, private tutoring has gained its status. This particular study intended to explore the perception of Bachelor level English students regarding private tutoring. The students perceived it to be necessary to increase

English learning along with other subjects. The students take help of internet, newspaper, articles along with private tutoring to enhance their English learning. Though only the exam oriented content is focused in tutoring class, it helps to score high marks in the examination. Generally ,students get individual treatment and especially learner centred techniques are applied. There is proper classroom management in tutoring class; teachers make use of technology as well.

By analyzing and interpreting the data, it can be concluded that students are positive toward private tutoring in the sense that it helps them to secure high marks; their need and interest are addressed in tutoring class. Though tutoring occupies negative aspect the proper utilization of it will really enhance the learning of students.

### **5.3 Recommendations**

Being based upon the major findings of the study, the following recommendations can be made.

#### **5.3.1 Policy Level**

- As most of the students are attracted toward private tutoring, the concerned authority need to pay attention on formulating policy for the establishment of private tutoring centres.
- The students responded that, due to better learning opportunity in tutoring class, students go to tutoring. But the concerned authority need to formulate and implement the policy of regular monitoring of private tutoring classes.

#### **5.3.2 Practice Level**

- In tutoring class much more emphasis is given on writing skill. But for effective language learning all of the four language skills need to be taught.

- The goal of teaching learning should not be for temporal uses rather should be for life long learning. It is better to do self study rather to be depending on tutoring class in the sense that it demands extra fee and time.
- Students are promoted to answer the questions but they rarely become creative because they are fully dependent on teachers. So, the dependency of learners need to be decreased.

### **5.3.3 Further Research**

Private tutoring is not only related with English learning, but it has touched the other area of teaching learning. This study is just an entry point in the department of English education, so what exists inside needs a surgery. It means still the details are to be found out. So, some of these can be recommended as :

- An area for study can be a comparison between the achievement of students attending tutoring class and students attending only regular classes.
- The current study only has been limited to the B.Ed. students of Kathmandu valley. So other areas need further researches.
- This study has included only the perceptions of students, further perceptions of guardians and teachers can also be explored.

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Participant consent form

**Department of English Education**

Tribhuvan University

**Dr. Anjana Bhattarai (Supervisor)**

Professor and Head

Department of English Education

T.U., Kirtipur, Kathmandu

**Bachelor Level English Students' Perception on Private Tutoring**

I ..... [Name] agree to take part in this research study.

In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.

1. I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
2. I have got answers to any questions that I had about the study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do not have to take part.
4. I understand that I can withdraw from the study at any time before I submit my responses.
5. I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission.
6. I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

- Fill the questionnaire:                      Yes [ ]                      No [ ]

Signature \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## **Department of English Education**

Tribhuvan University

**Dr. Anjana Bhattarai (Supervisor)**

Professor and Head

Department of English Education

T.U., Kirtipur, Kathmandu

### **Bachelor Level English Students' Perception on Private Tutoring**

#### **PARTICIPANT INFORMATION STATEMENT**

##### **1. What is this study about?**

You are requested to be involved in research entitled "Bachelor Level English Students' Perception on Private Tutoring" which aims to find out the perception of students on private tutoring regarding language teaching technique, content coverage, materials and class management. To be specific there has not been research in area of tutoring and English learning. So this study is an effort to find out the perception of students on tutoring.

You have been invited to participate in this study because I am interested in finding out what is the perception of students on tutoring. Your responses will be helpful to know the perception of students on tutoring.

This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the research. Please read this sheet carefully and ask questions about anything that you do not understand or want to know more about the study. Participation in this research study is voluntary. So it is up to you whether you wish to take part or not.

You will be given a copy of this Participant Information Statement to keep.

**2. Who is carrying out the study?**

The study is being carried out by Sheela Banjade, as the basis for the master degree of English Education at The University Central Department of English Education, T.U., Kirtipur. This study will take place under the supervision of Prof. Dr. Anjana Bhattarai, head of Department of English Education.

**3. What will the study involve for me?**

This study involves completing a set of questionnaire containing both open ended and close ended questions for students.

**4. How much of my time will the study take?**

It will take you about 45 minutes to complete the questionnaire.

**5. Are there any risks or costs associated with being in the study?**

Aside from investing your time, there will not be any risks or costs associated with taking part in this study.

**6. Are there any benefits associated with being in the study ?**

This study will help you to know the perception of students on tutoring regarding English learning. The findings of the study will be helpful to know whether tutoring is beneficial or not.

**Appendix - I**  
**Questionnaire for Students**

Dear respondents,

This questionnaire has been prepared to complete a research work entitled “Bachelor Level English Students’ Perception on Private Tutoring”. The research is being carried out under the supervision of **Prof. Dr. Anjana Bhattarai**, Head, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. The researcher aims to explore perception of students on private tutoring regarding language teaching technique, content coverage, use of materials, and classroom management. The honest information you provided will be kept highly confidential and will be used only for this research purpose.

**Researcher**

Sheela Banjade

Department of English Education

T.U., Kirtipur, Kathmandu



9. What are the aspects you learn in private tutoring not in regular class.  
(feel free to tick more than one)
- a) use of reference materials
  - b) writing answers
  - c) strategies to learn fast
  - d) strategies to overcome the challenges while learning English
  - e) others (specify) .....
10. There is individual treatment in private tutoring.
- a) agree
  - b) strongly agree
  - c) disagree
  - d) strongly disagree
11. The same teacher teaches differently in regular class and private tutoring.
- a) agree
  - b) strongly agree
  - c) disagree
  - d) strongly disagree
12. Private tutoring kills the creativity of learner because in tutoring class tutors dictate the answers to questions.
- a) agree
  - b) strongly agree
  - c) disagree
  - d) strongly disagree
13. In tutoring class tutors promote students to answer the questions.
- a) agree
  - b) strongly agree
  - c) disagree
  - d) strongly disagree
14. All the students get opportunities to involve in learning in tutoring class.
- a) agree
  - b) strongly agree
  - c) disagree
  - d) strongly disagree
15. The content coverage in tutoring class is
- a) excellent
  - b) satisfactory
  - c) good
  - d) approximate
16. The content provided in tutoring class is clearly understood.
- a) agree
  - b) strongly agree
  - c) disagree
  - d) strongly disagree

17. Teachers make use of the ..... while teaching. (feel free to tick more than one)
- a) text book
  - b) guides/guess papers
  - c) books of foreign writers
  - d) others (specify) .....
18. Teachers in tutoring class encourage student to read
- a) text book
  - b) guides/guess papers
  - c) authentic books
  - d) others (specify) .....
19. The tutoring class is found to be; (feel free to tick more than one)
- a) enough space to sit
  - b) proper seating arrangement
  - c) enough light to read and write
  - d) tutors make use of white board/blackboard
  - e) tutor makes use of multimedia projectors
  - f) others (specify) .....
20. Teachers in tutoring class; (feel free to tick more than one)
- a) make students involve in activities
  - b) use only lecturer methods
  - c) make students interact
  - d) use discovery method
  - e) others (specify) .....
21. The main reasons to attend private tutoring to learn English is/are (feel free to tick more than one)
- a) students' negligence in regular class
  - b) teachers' negligence in regular class
  - c) overloaded curriculum
  - d) competition to score high marks
  - e) others (specify) .....

22. Which of the following best causes to attend private tutoring ?  
(Feel free to tick more than one)
- a) individual treatment                      b) use of sufficient materials  
c) enough exposure                          d) guidance of teacher
23. The encouraging factors to attend private tutoring is/are .... (Feel free to tick more than one)
- a) guardians                                      b) teacher  
c) society    d) learners themselves  
e) others (specify) .....
24. Students perception toward English to be difficult is one of the cause to attend private tutoring ?
- a) agree    b) strongly agree  
c) disagree    d) strongly disagree
25. Private tutoring increases social inequality.
- a) agree    b) strongly agree  
c) disagree    d) strongly disagree
26. The main focus of tutoring is upon .....
- a) listening skill                                      b) speaking skill  
c) reading skill                                      d) writing skill
27. Most of students attended tutoring class to learn .....
- a) grammar    b) pronunciation  
c) vocabulary                                      d) others (specify) .....
28. The main concern of tutoring lies on .....
- a) rote memorization                              b) enhancing creativity  
c) developing critical thinking                  d) developing communicative skills

### **Open-Ended Questions**

1. What efforts do you make to learn English except regular class in school/college ?
2. What is the role of private tutoring in your English learning ?
3. Do you get individual treatment in private tutoring ? How ?
4. What types of learner get benefit from private tutoring ? Explain.
5. What are the positive aspects of private tutoring ?
6. What are the negative aspects of private tutoring ?
7. What do you suggest, the students who only depend on private tutoring ?
8. What is the difference between language teaching in school class and tutoring class?
9. What is your view regarding the content coverage in tutoring class?
10. What sort of reference materials and teaching materials are used and suggested in tutoring class?
11. How your classroom is managed in tutoring class? (in terms of seating arrangement to disruptive behaviour of students)
12. What sort of techniques are used in tutoring class and what is your view regarding them?