# ENGLISH LANGUAGE LEARNERS' MOTIVATION TO AND ENGAGEMENT IN SHADOW EDUCATION

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

**Submitted by**
**Surendra Singh Dhami**

**Faculty of Education,**
**Tribhuvan University Kirtipur,**
**Kathmandu, Nepal**
**2019**

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# DECLARATION

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

Date: 19/12/2019

**Surendra Singh Dhami**

# RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. **Surendra Singh Dhami** has prepared this thesis entitled **English Language Learners' Motivation to and Engagement in Shadow Education** under my guidance and supervision.

I recommend this thesis for acceptance.

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# DEDICATION

*Dedicated*

*To*

*My **Brother and Gurus** whose love and blessing is with me forever.*

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**Surendra Singh Dhami**

# ABSTRACT

This study on **English Language Learners' Motivation to and Engagement in Shadow Education** was an attempt to explore the engagement of English language learners in shadow English classes. Similarly, it also aimed at exploring the reasons behind students' engagement in shadow Education. I tried my best to unlock the real story of the respondents through narrative inquiry research design. This study was entirely based on primary data collected by using face to face interviews with purposively selected four M.Ed. students who had very long experience of shadow English classes. The collected data were analyzed and interpreted thematically. The respondents viewed that their behavioral, emotional, cognitive, social, and cultural engagement in shadow English class from nursery to tertiary level helped them to enhance their learning ability. They were engaged in tuition classes and private tutoring in order to secure good marks in examinations. The findings of the study depicted that there is long rooted practice of shadow education in the form of shadow English class from school level to master's level. I came to identify that tuition culture, exam-oriented nature, strategic differences, rapport between tutor-tutees, and attitude of thinking weak in English were the major factors affecting in students motivation towards shadow education. However, the over-dependency on shadow English class affected in their creativity and self-learning ability as they reported.

This thesis consists of five chapters. The first chapter deals with the introduction, which incorporates the background of the study, statement of the problem, objectives of the study, research questions, significant of the study, delimitations of the study, and operational definitions of the key terms. Similarly, the second chapter contains the review of related theoretical as well as empirical literature and its implication for the study along with the conceptual framework. Likewise, the third chapter deals with the methods and procedures of the study, which covers design and method of the study, population, sample and sampling strategy, data collection tools and techniques,

sources of data, data collection procedures, data analysis, and interpretation procedures and ethical considerations. In the same way, the fourth chapter includes the analysis of data and interpretation of results. In this chapter, I presented, analyzed and interpreted the narratives from the participants. Whereas, fifth chapter incorporates the findings, conclusion, and recommendations related to policy, practice and further research level. Furthermore, references and appendices are included at the end of this thesis for the validation.

# TABLE OF CONTENTS


Page No.

*Declaration* *i*

*Recommendation for Acceptance* *ii*

*Recommendation for Evaluation* *iii*

*Evaluation and Approval* *iv*

*Dedication* *v*

*Acknowledgements* *vi*

*Abstract* *vii*

*Table of Contents* *ix*

*List of Abbreviations* *xi*

**CHAPTER ONE: INTRODUCTION** **1**

1.1 Background of the Study 1

1.2 Statement of the Problem 3

1.3 Objectives of the Study 4

1.4 Research Questions 4

1.5 Significance of the Study 4

1.6 Delimitations of the Study 6

1.7 Operational Definitions of the Key Terms 6

**CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUALFRAMEWORK** **8**

2.1 Review of Related Theoretical Literature 8

2.1.1 Learners' Engagement 8

2.1.2 Learners' Motivation 12

2.1.3 Concept of Shadow Education 13

2.1.4 Private Tutoring 16

2.1.5 Characteristics of Private Tutoring 17

2.1.6 Shadow Education and English Language Learning 20

2.1.7 Conditions of shadow Education 21

2.2 Review of Related Empirical Literature 23

2.3 Implications of the Review for the Study 27
2.4 Conceptual Framework 28

**CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY 30**

3.1 Design and Method of the Study 30
3.2 Population, Sample and Sampling Strategy 32
3.3 Data Collection Tools and Techniques 32
3.4 Sources of Data 32
3.5 Data Collection Procedures 32
3.6 Data Analysis and Interpretation Procedures 33
3.7 Ethical Considerations 33

**CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF RESULTS 35**

4.1 Analysis of Data and Interpretation of Results 35
4.1.1 Background of the Participants 35
4.1.2 Educational journeys of the Participants 38
4.1.3 The Practice of Shadow Education in English 40
4.1.4 Reasons behind the Involvement in Shadow Education 57
4.1.5 Role of Shadow English Class in Learning English 69
4.1.6 Prospective of Informants on Shadow English Class 71

**CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS 75**

5.1 Findings 75
5.2 Conclusion 77
5.3 Recommendations 79
5.3.1 Policy Related 79
5.3.2 Practice Related 80
5.3.3 Further Research Related 81

**REFERENCES**

**APPENDIX**

# LIST OF ABBREVIATIONS

| | | |
|---|---|---|
| DLE | : | District Level Examination |
| EFL | : | English as a Foreign Language |
| ELT | : | English Language Teaching |
| IT | : | Information Technology |
| ISLA | : | Instructed Second Language Acquisition |
| M.Ed. | : | Master's in Education |
| MKO | : | More Knowledgeable Others |
| PSC | : | Public Service Commission |
| SEC | : | Shadow English Class |
| SLA | : | Second Language Acquisition |
| SM | : | Student Motivation |
| T- Culture | : | Tuition Culture |
| TSC | : | Teacher Service Commission |
| UDHR | : | Universal Declaration of Human Right |

# CHAPTER ONE
# INTRODUCTION

This is the study on **'English Language Learners' Motivation to and Engagement in Shadow Education'**. This introductory part incorporates the 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

There are various styles, ways, and sources of learning English. A learner can learn English in his/her regular classes at school, university or in a particular language institution, via online or offline technologies, by regular interactions in face to face mode or simply they can have self-study. If the extra class, tuition or coaching is provided to the learners to improve English for scoring good marks in exam those classes are characterized as shadow English classes. The mushrooming rate and root of shadow education besides mainstream schooling is here there and everywhere. Shadow education is the shadow of mainstream education system. Therefore, it is regarded as the activities beyond the school arena that mimic the mainstream education.

Shadow education is the process that charges the extra fee and goes beyond the standard of school hours Bray (2007). Moreover, shadow education is also known as the supplementary tutoring which is the copycat of mainstream education; that can function as the springboard by scaffolding the mainstream education. It is both supporting as well as the hindering force to the formal education. On the one hand, it helps to maintain the pace of slow learners for desired achievement. On the other hand, it is also supportive of fast learners to retain in their best position. But sometimes.

it can hamper the system of mainstream education by creating socio-economic gap between the learners, tutors and other related bodies Bray (2007). In this era shadow education is the prevailing phenomenon in the worldwide scenario. At present, there can be seen the trend of taking shadow English class in our country too. No nation has achieved its desire to control it, but also because the approach fails to understand why many students and their parents "buy into" and support shadow-education enterprises (Kim, Gough, & Jung, 2018).This means the shadow education is the global phenomenon. So our country cannot be untouched by its existence, practice and effect as well as the impact too.

The increasing craze towards shadow education may hamper the standards and activities of mainstream education (Bray, 2007). Due to the extra income from tuition classes the teacher will be engaged in moneymaking tutoring rather than the formal classroom teaching. Furthermore, there will be an extra economic burden on the solders of parents. Because their children are being engaged in tutorial classes or any other sorts of shadow English classes. This is the matter that should be researched to get the real existence and priority towards shadow education. In this regard, Kim et.al (2018) state:

> Despite extensive research in some education sub-discipilines, shadow education has received little attention from curriculum scholars, who have not addressed such issues as: how students study in the shadow education environment; what curricular characteristics attract students and parents to the shadow education; what forms it takes in different contexts; and how it affects children's development (p.10).

In the context of our country we can see the mushrooming nature of the private tuition centers and the flow of students in these centers. So, this study was conducted to find out the engagement and motivational aspects of the students

on the shadow education in English, in our context. Shadow education in English copies or mimics the main stream English education because it follows the curricula and syllabus of mainstream education. Therefore, this research was conducted to find out the real practical reasons and trends behind shadow English classes.

## 1.2 Statement of the Problem

Shadow education is the emerging research area (Kim et.al, 2018). In this context, in the field of English language teaching (ELT), there is the existence of shadow education in the form of private tutoring. English as a foreign language has got a unique status in our context. Though it is prescribed within the mainstream syllabuses and has been taught in schools and universities in a regular bases, many students are directly or indirectly being attracted to the supplementary shadow classes of English. I do have the experience of teaching tuition classes to the school level students. Generally, weak students in English language used to come to my tuition class. On the other side, the good students of the respective class also used to join the tuition to maintain their position in class. Even, I found some of my friends who were engaged in SEC in order to pass the examinations. These incidents attracted my concern and triggered my interest in the existing practice of shadow education in the area of English language teaching. Therefore, the major motivational factors behind conducting this research are to find out the existing practice of shadow English class and to explore why students are being enrolled in shadow English classes. Obviously, the learners may not feel comfortable to deal and cope with the formal classroom teaching; behind this there may be multiple reasons like failure in the formal English classes, inadequate input of exposure, negative attitude towards English, facilities, and appropriate supports for learning and so on. In the practice level, the current motivation of the students might be seen in 'Short-cut' learning rather than the 'In-depth' learning. So, they might have followed the 'How to Pass English' strategy being engaged in the shadow English classes. Even there is not any proper monitoring provision to check the

quality of shadow classes to find out its supportiveness towards the mainstream education of English. Little research have been conducted in the area of Shadow English education even though it has long rooted tradition along with the mainstream schooling in Nepal. None of the previous researches like Thapa 2011, Banjade 2016, and Wan & Weerasena 2017 traced out the reasons for enrolling in private tutoring and the existing reasons behind it. Therefore, the main intention of my study is to find out why students are being engaged in the extra tutoring mechanism and what the motivational aspects or reasons behind it.

## 1.3 Objectives of the Study

The following were the major objectives of this study:

i. To explore the practice of shadow education in English
ii. To explore the reasons behind students' engagement in shadow education
iii. To suggest some pedagogical implications.

## 1.4 Research Questions

The following were the research questions for this study:

i. What is the current practice of shadow education in English?
ii. What could be the factors that motivate students in shadow education?
iii. How do the students experience learning through private tutoring?
iv. What could be their perceived role of shadow education?

## 1.5 Significance of the Study

All research works have their own significance. In our academic field, there is the double emphasis on research. The first emphasis counts for enrichment of the respective discipline and the second one is concerned with the solutions of the existing problems. In this regard, Kothari (1990, p.5) states, "Research in

social sciences is concerned both with knowledge for its own sake and with knowledge for what it can contribute to practical concern". This research is significant in the field of shadow education; which sheds lights on the current practices and impacts of shadow education or supplementary tutoring on the mainstream English education of Nepal. The aim of this research is to explore the engagement of students and to identify the students' motivation or reasons towards the shadow English language classes.

In the context of our country, we can see the mushrooming nature of the private tuition centers day by day. So, this study was conducted to find out the real cause of increasing tuition culture in our context. The research of Bray (2017) and Subedi (2018) found out the broad causes for increasing shadow education like the stratified nature of the school system and post school opportunities, alongside the regular school system has developed a shadow system of private supplementary tutoring in the name of coaching. It is called a shadow system because it mimics the regular system (Bray, 2012 p.18). In order to find out the real practical reasons in our context this research is conducted. Moreover, it helps to get sound ideas about why the students are being attracted towards the tuition centers paying handsome amount. Therefore, this study might support to make shadow English classes supportive to the mainstream education. I believe that this study will be helpful for the ELT practitioners or teachers to get the insights on pros and cons of private tutoring in the learnability of formal English education system.

Similarly, the research might make the parents and concerned bodies aware of the extra tutoring and the match between its quality and the students' needs. This kinds of awareness boosts learners' need based learning. Likewise, the research might be significant for policy makers to form the appropriate policies and regulations to foster the mainstream education and to monitor the shadow education respectively. As a researcher this research counts a lot for me to find out the practice of shadow English mechanism and existing reasons for joining the shadow English class in our context. Moreover, it can be useful for the

researchers who are interested in shadow education in general and shadow English education in particular.

Therefore, this very research will be supportive to the teachers, students, parents, and concerned authorities to understand the existing rate and route of shadow education.

## 1.6 Delimitations of the Study

This study had the following delimitations:

i. This study only focused on the students' motivation to and engagement in shadow English classes.
ii. Four M.Ed. English students of Tribhuvan University were selected using a purposive sampling procedure as the respondents of the study.
iii. The study followed narrative inquiry as the research design.
iv. The study followed a purposive non-random sampling strategy to select sample from population.
v. Similarly, the data was carried out through in-depth open-ended interviews and informal conversations.

## 1.7 Operational Definitions of the Key Terms

The key terms used in this study have been defined from their contextual use here in this section.

**Shadow Education:** It is private supplementary tutoring which is provided for extra fees. In my study it refers to the additional school instruction like in tuition center, language institute and so on.

**Mainstream Education:** It is a formal mode of education that is being delivered regularly on the bases of school, college or university syllabuses. In this research, it refers the regular way of education where M.Ed. students are being enrolled.

**Supplementary:** Shadow education is supplementary in nature because it addresses subjects already covered in school or colleges.

**Engagement:** In this research, engagement refers to the participation or enrollment of students in private tutoring.

**Shadow English class:** In this research, shadow English class refers to the tutorial class which is being provided on the basis of fees.

**T- Culture**: In this research, T-Culture means tuition culture, which refers to the long rooted engagement of the learners' in shadow English classes as the established trend of taking tuition in its various forms.

# CHAPTER TWO
# REVIEW OF RELATED LITERATURE AND CONCEPTUALFRAMEWORK

This chapter deals with the review of related literature on English language learners' motivation and their engagement in shadow education. This section includes the sub chapters like a theoretical and empirical review of the related literature. For this purpose, I have reviewed the related researches that have been conducted on the field of shadow education in general and engagement of students and their motivational aspects in particular.

## 2.1 Review of Related Theoretical Literature

The theoretical concepts related to this very study are accumulated and discussed in the following sub-sections:

### 2.1.1 Learners' Engagement

The word student engagement indicates the condition which deals with the degree of attention and focus of the students and their interest in the content being taught. The same attention may trigger the level of motivation too. In education student engagement counts a lot. Its effectiveness is determined by the understanding of the role related to the particular factors. Intellectual, emotional, behavioral, physical and social factors play active roles in the learning process and social development. Therefore, students' engagement is enhanced when educators discuss or prioritize educational strategies and teaching techniques that address the developmental, intellectual, emotional, behavioral, physical and social factors that either enrich or undermine learning for the learners. Students' active or passive participation determines the pace of learning. Students' performance measures (i.e., grades of discussion forums and class completion) would be positively correlated with the engagement exhibited by both students and instructors (Booliger & Wasilik, 2009; Carini et

al., 2006 as cited in Pilotti, Anderson, Hardy, Murphy and Vincent, 2017). In this regard, active participation of students and teachers on hands-on activities counts a lot for effective and long term learning.

### 2.1.1.1 Types of Student Engagement

There can be seen various sorts of student engagement which are crucial for effective learning and teaching process. According to Fredricks, Blumenfeld & Paris (2004), engagement is characterized by three dimensions: behavioral (e.g., compliance with attendance and involvement), cognitive (e.g., investment in one's activities and appreciation of challenges), and emotional (e.g., positive affective reactions, including enjoyment and sense of belonging). In this current research work, key aspects of each dimension were translated into indices that could be observed and measured in the context of shadow classes in English.

**Behavioral Engagement**

In the process of learning a teacher can set the classroom routines even can provide the specific hands-on activities to enhance the desired behavioral change. A key aspect of behavioral engagement is involvement (Fredricks et al., 2004). As a result, two indices of involvement were selected: response rates in discussion forums and length of discussion posts. For both students and instructors, response rates in discussion forums (i.e., average number of posts per student or instructor) and length of discussion posts (i.e., the average number of words in posts) served as measures of behavioral engagement or participation.

**Emotional Engagement**

Multiple techniques and strategies can be used for enhancing positive emotions in the learners that will facilitate the learning process. Some of them may be reducing negative attitudes and behaviors of the students and the use of some effective ELT techniques that can help them to retain in the main stream system stopping the risk of dropping out. Therefore, Emotional engagement is

an overall positive affective reaction to the class, including enjoyment and sense of belonging (Fredricks et al., 2004).If there will be a sense of ownness and belonging in the classroom engagement then the students can learn better. Their emotional in-group feeling helps to make learning life learning and long term learning. On the other hand, In order to construct learning environment inside the classroom the whole classroom environment can be redesigned to make them more conductive towards learning, teacher can perform his/her best by monitoring learners moods and feelings even one can assist in providing other services those can make scaffolding academic supports to succeed desired learning. If there will be so then only they may feel positive, active, optimistic, energetic and fully feel emotional bond (In-group feeling) towards schooling and long-lasting learning.

**Cognitive Engagement**

Cognitive engagement is defined as the extent to which students' are willing and able to take on the learning task at hand. This includes the amount of effort students are willing to invest in working on the task and how long they persist (Corno and Mandinach, 1983). Cognitive engagement is more or less dependent on the task at hand because the task determines the extent of students' autonomy. When learners are independently doing works, searching for information, and do self-initiated learning tasks, such sorts of activities lead towards real cognitive engagement. Therefore self-initiated autonomous work generates the real cognitive engagement of the students. If these aspects are weak in mainstream education and schooling system then students and parents seek the alternative way to be engaged cognitively for achieving the desired goal.

Along with this, there are some other sorts of engagements also seen in the teaching and learning process:

## Social Engagement

Schools are taken as a miniature society where various ideas, knowledge, and skills are being introduced and learnt. The term social engagement is commonly used to refer to one's participation in the activities of a social group (Prohaska, Anderson, & Binstock, 2012). Through social engagement, there will be real learning. Educators can provide constrictive social instructions to the learners to perform their theoretical property of knowledge in society. Moreover, it will be equally useful to theorize the knowledge depending on social needs and demands. In order to engage students, socially collaborative tasks, project work, group work, peer work, academic contest can be some examples of the activities. Curricular, as well as co-curricular activities such as debate teams, problem solving group and research teams can be made to bring out the learning experiences and social interaction. Similar way, strategies such as demonstrations of learning, sharing of lived experiences, conducting meeting with MKO (more knowledgeable others) may help the students to give public presentations of their respective work. Along with this community-based learning and service-learning (way of learning through volunteerism) can recognize civil and social issues into the learning process. That's why, learning about societal problems, providing individual responsibility in the social affair enhance social engagement. This sort of social engagement enriches the ability of societal learning.

## Cultural Engagement

Learners are directly or indirectly being engaged with various cultures in the academic arena. Students learn various skills coming in the contact with the students who belong to diverse cultural backgrounds. Teachers may intentionally modify lessons to incorporate the history, literature, arts, education and perspectives of the student ethnicities and religious back ground and socio-economic representation in his/her class. While engaging students in the culture as a teacher he/she should keep the principle of unity among diversity. The intention of such strategies would be to reduce the feeling of

discrimination, biases, confusion, alienation, exclusion that can be seen in multicultural settings. Flipping the classroom and allowing learners with limited prior knowledge and cultural specific understanding of the host-educational context to adapt instruction time on individual needs are building block of such new instructional models (Tempelaar & Verhoeven, 2016, as cited in Mittelmeier, Tempelaar, Rienties & Nguyen 2016). Moreover, cultural engagement counts a lot for SLA (second language acquisition) in diverse linguistic and cultural settings. If students are not properly engaged in multicultural setting they feel uneasy about learning the language. Thus, cultural engagement of the student as well as teacher is important aspect of teaching and learning process.

### 2.1.2 Learners' Motivation

Student motivation is the socio-psychological factor. It refers to the desire or inner drive to initiate learning. It is the crucial factor which directs learners' attitude towards the learning process. Various researches have been conducted to probe the role of student motivation toward academic performance and different definitions of students' motivation have been used by various researches. Motivation is the force that provides the impetus for human behavior, causing individuals to initiate and sustain goal-directed actions (Jenkins & Demaray, 2015). Therefore, it is motivation that impels to succeed desired behavior by sustaining the target-oriented tasks. In this context of student motivation, Iliya and Ifeoma (2015, p. 10) say "Motivation is an internal process that makes a person move toward a goal." So, it is generally assumed that motivation influences peoples' attitudes and performance at work. Student motivation (SM) is directly linked to the learners' desire to take part in the pedagogical process and interest in learning the desired skills, aptitude and knowledge. It determines their involvement and non-involvement as well as dedication in the teaching-learning activities. In this research, motivation is defined as the effort that forces someone to do something (Sardiman, 2012, as cited in Dwita et al. 2018).Therefore, SM is incentive, enthusiasm,

commitment, desire or interest that causes a specific action to achieve a certain outcome which functions as the spring board for getting success.

There are two major kinds of SM: Intrinsic motivation and extrinsic motivation. The former states the motivation, which is derived from an inherent interest in learning. A learner is intrinsically motivated when one is motivated by his/her internal heart. Intrinsically motivated students enthusiastically engage themselves in learning out of peculiarity, attention, happiness or in order to achieve their own scholarly and personal aims. Whereas, with the later one role of external rewards and punishments is emphasized. Here, external incentives and influences are seen as determinants of learners' motivational strength. Extrinsic motivation occurs when external factors compel the person to do something. So, in order to achieve the desired academic goal motivation counts a lot. In the context of academic area the lack of motivation is not limited to slow learners or weak learners. When students have both a lack of academic skills and lack of motivation, the greater problem is motivation (Kelly, 1988). So, according to Kelly, (1988), "The effective remedial and learning strategies courses aimed at the underprepared student have demonstrated that students who really want to improve skills, capacities and enhance knowledge these all are possible through the motivation"(5). Otherwise, the improvement related programs, training, and remedial instruction become ineffective in the context of academically underprepared and unmotivated students. If the mainstream system ignores the serious motivational related issues in the classroom, as a result the liability goes towards the academic advisors. Therefore, these sorts of unmotivated, unaddressed, and students go for supplementary tutoring to fulfill the demand for schooling output.

### 2.1.3 Concept of Shadow Education

In the context of Nepal, policy makers, curriculum developers, ELT practitioners, and scholars have focused highly on mainstream education

providing institutions from schools to universities. There can be seen the negligence over supplementary tutoring, which equally has pros and cons in the present mainstream education. Parallel to these mainstream education systems and evident in a wide range of setting is known as shadow education systems of private supplementary tutoring (Bray, 2009). Providing a similar view, Bray and Lykins (2012, p.10) state, 'Private supplementary tutoring is widely known as shadow education; since it mimics the mainstream education'. As the content of mainstream education changes, so does the content of the shadow education.

"Shadow education" is a widely existed phenomenon that covers various forms of private supplementary tutoring. So, the shadow sector is strongly visible throughout Asia as well as in other world regions and the same with the case of our country. In recent decades, shadow education has greatly expanded and it has far-reaching economic, social and educational implications. Learners' families spend billions to supplement their children's schooling through private tutoring intending adequate performance of their children in exam and for skills, attitudes, and knowledge that should be mastered at mainstream schooling mechanisms. Where will be paid or sometimes unpaid tutoring in some of the academic subjects like sciences, mathematics, English, and so on. this sort of supplementary tutoring is widely called shadow education. The metaphor shadows of course useful. Just as the shadow cast by sun-dial can tell the observer about the passage of time, so the shadow of an education system can tell observer about change in societies (Bray, 2007, p.17). So, it is understood that shadow education is the mirror of society in the sense that it shows the rate and root of economic, social, educational change in society. It also reflects on the main stream of the education.

Bray (2007) further states that shadow education is a long rooted concept in Asia. Though the concept of shadow education came in light after Bray's research report of private tutorial in 1991 by international institute for educational planning. In the context of Nepal we can say it has long history since gurukul, gumba, and pandit education system. In the current scenario it

has multiple forms such as small class tutoring or large class tutoring, one to one tutoring, and tutoring in residential hostels(generally in town area). Particularly, SEE exam-oriented students live in such hostels. That is because the parents think tuition or coaching is far better and advanced than the mainstream classes.

In this respect, Bray and Lykins (2012) state, "perceptions of inadequacies in mainstream schooling are the driver of private tutoring". Therefore, shadow education is extra schooling instruction that mimics the activities of mainstream education. For instance, crams school, private tutoring, and test preparation services. In this regard, Bray (2011) further claims that the metaphor is used because much tutoring mimics the mainstream school system. If a new curriculum or assessment mode is introduced in the mainstream, in due course it appears in the shadow. And as the mainstream expands, so does the shadow.

The term 'coaching' is also used as the term to denote private tutoring in many countries (Bray, 2011). In this regard, in our context, it is understood as tuition, coaching and home tuition for many years. It is generally being offered out of school hours, i.e. before or after the school hours and sometimes during school hours either inside or outside of the school premises. Sometimes such tutoring is called 'coaching' if the group is large. Moreover, there is a strong bond between shadow education and mainstream education. Shadow education is the shadow or copycat form of main stream education. Shadow education is the process of mimicking the schooling, where extra lessons are delivered for fee. The tutor provides the supplementary help on the bases of fee structure, at a particular place and in multiple forms. Even it can be one to one teaching or home tuitions. It is profit best tutoring which is provided by the teachers or entrepreneurs for the sake of economic gain. The major purpose of such tuition is to ensure students better performance in the examinations.

Bray (2007) discusses on the contested issue of shadow education. Its proponents claim about its socio-economic contribution to increasing society's stock of human capital. But its critics claim that it is responsible for existing socio-economic inequalities. It is to say that, shadow education is the emerging discipline and at the same time it is a matter of controversy in the present scenario. On the one hand, supporter claims that it is fully supportive to improve the condition of low achieving students and also equally supportive for higher achiever to maintain their own position. It is equally crucial for enhancing the socio-economic conditions. On the other hand, the critics claim that shadow education creates the social strata of higher and lower class; which creates the socio-economic discriminations and inequalities. They further support their ideas saying that shadow education is the mechanism for flourishing accessible and affordable families but for the economically weak learners it becomes the burden. Furthermore, in the process of shadow English class, sometimes there will be unnecessary pressure on students by making extra classes after their school hours. The tutor without pre required formal teaching requirements (teaching license, qualification, expert in content and skills) also become the attraction for tutorial practice. And the priorities of conditional teacher towards money making process rather than proper teaching within school hours may be some causes that create supplementary tutoring.

### 2.1.4 Private Tutoring

Students' formal instruction can even go beyond school hours. It is to say that after the completion of school time many students should continue their class with or without a break in the name of private supplementary tutoring. In many cases students are being provided tutoring within the same institution, in the same class and by the same teacher. In the context of Nepal, students are taking tuition in the form of coaching, home-tuition, one to one tuition, tuition in the residential place (like in hostel) and so on. There may be multiple causes behind these sorts of craze and trend .The EFL (English as a Foreign Language) learners face multiple hurdles to learn English in their regular class.

So, mostly we find the learners take the support of private tutoring to learn English. In this context, Bray (2007, p.17) claims "Private tutoring has grown to become a vast enterprise. It employs many thousands of people, consumes massive amounts of money, and demands huge amounts of time from both tutors and students." Therefore, nowadays we can see private tutoring here there and everywhere. The parents, teachers, learners, administrative bodies and other responsible stakeholders are accepting this trend silently.

The private tutoring is also known as supplementary tutoring. And it is broadly known as shadow education. The private tutoring is a matter of supplementation because it covers the subjects which are in the syllabus of the school or college. It also deals with the dimension of privateness because it concerns with the profit-oriented tutoring. In other words, private entrepreneurs provide the classes of languages, mathematics and other examinable subjects for the sake of financial gains. Private tutoring may have various forms like coaching, residential tutoring, home tutoring , one –to one tutoring, small or large class tutoring, online-offline tutoring, huge lecture-theatres, telephonic tutoring and so on. In the context of our country most of the students give priority to the shadow class rather than the class of mainstream system. Therefore, it is becoming the popular trend and mechanism to support as well as hinder the mainstream education system.

### 2.1.5 Characteristics of Private Tutoring

Private tutoring has various features. Some major characteristics according to Bray (2007, p.23) are discussed below:

**Scale**

As per society the scale of private tutoring varies in terms of culture, the nature of the mainstream education system and the structures of economies. Private tutoring has the status of large enterprises in some countries. The largest, Kumon Educational Institute trains housewives to teach its English

and Japanese language curriculum to the children. It has become a multinational corporation operating in twenty-seven countries. Eighty percent secondary level students of Japan take private tutoring. The scale of private tutoring appears to have increased during the last few decades.

**a) Cost**

Cost is another crucial characteristic of private tutoring. Majority of private tutoring are existed depending on the fee paying trend to the tutors or their agencies. Moreover, in most setting charges increase at higher levels of the education system and tutoring is more costly per person than group work. Besides fees, the students must pay for books, stationary materials and travel. It has a substantial opportunity cost, not only for tutors but also for the students. The opportunity cost arises from the time spent in lessons and from the time for preparation, administration and travel. Research work of Marimuthu et al. (1991, as cited in Bray 2007) found that although seventy percent of students receiving tutoring spent less than three hours a week in travel to and from tutors, seventeen percent spent more than six hours a week. Some tutors already had other sources of income, e.g. as teachers in mainstream schools, but others had no alternative sources of income. Because the tutoring is mostly a shadow activity and most of revenue received by tutors is beyond the reach of government tax. So that, many teachers give priority to the private tutoring as the source of income.

**b) Geographic Spread**

Private tutoring is found in many parts of the world. Especially, in Asia, Africa, Eastern Europe and Latin America. The major regions in which tutoring is not quite as prominent are Western Europe, North America and Austria. Therefore, the practice of shadow education or private tutoring can be seen more or less depending on the priorities of state and communities.

### c) Intensity

Of course not all students, even within particular locations, receive 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. An alternative indicator of intensity is the number of subjects in which learners receive tutoring. On the other side, the intensity of private tutoring may also vary because of other factors. In Like children in higher socio-economic groups generally receive more supplementary tutoring than do children in low socio-economic groups (de Silva, 1994a; Foondun, 1998; Stevenson and Baker, 1992 as cited in Bray, 2007). Moreover this some societies also exhibit variations by race, culture, and social background.

### d) Subjects

As the syllabus of mainstream education systems vary, so do the syllabus of shadow education systems. It is to say that the changes of emphasis on mainstream education systems reflects the due changes inside the arena of shadow education systems. In general, the subjects given most attention in private tutoring are the ones most needed for educational and therefore socio-economic advancement. Commonly this means languages, mathematics and science. Terry (1991, as cited in Bray, 2007), argues that according to his research demand for English tutoring was lowest with children from homes where the parents used English, probably because the parents felt that their children already had adequate exposure. On the other hand, many children from no-English- medium homes received classes in English to boost their grades. Though, in our context most of all learners are from non- English- medium home background. Thus, our EFL learners are taking private tutoring to pass the examination with high marks. Some of them are being enrolled in the shadow English class to enhance their skills, attitude and knowledge in English.

### 2.1.6 Shadow Education and English Language Learning

There is very close relationship between shadow education and English language learning. For many English language learners SEC is vital means to learn the language effectively in own pace and need. Learners are flocking to tutorial centers and parents are hiring the best tutor they can find. Many factors have been identified to account for this chronic problem such as a lack of quality language input, a limited opportunity to use English in daily life, poor instruction delivered by unqualified local teachers and so on (Nunan, 2003). This inauspicious situation has promoted parents and learners to seek other educational alternatives that would give them immediate linguistic gains. Therefore, to get what they desire there will be the means of shadow education in the form of shadow English class.

In this regard, Loewen (2015) states, "From a second language acquisition (SLA) perspective, shadow education is a type of instructed second language acquisition (ISLA)". There will be both implicit and explicit instruction on second language development. Therefore, in order to get the proper instructions in the process of English language learning or acquisition the shadow English classes function as the spring-board. In many contexts, English language is one of the major subjects offered by the schools and universities. An increasing number of learners participate in shadow English classes as one of the most important out- of- class learning activities, with the intention to improve their English results in mainstream examinations.

Shadow English class focuses on English language skills such as reading and writing. It involves tutees receiving input and producing output as required by exam-oriented lessons and exercises given buy the tutor. In shadow English classes the tutor simplifies the input using various strategies and techniques, so that the teaching will be comprehensible for the language learners. This is a cause, why many learners are going for shadow English classes in our context even paying high in the comparison of their mainstream classes.

### 2.1.7 Conditions of shadow Education

According to the constitution of Nepal 2072, every citizen should have the right to compulsory and free basic education and free education up to the secondary level. Moreover, as per the Universal Declaration of Human Right (UDHR) 1948, everyone has the right to education and Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available, and higher education should be equally accessible to all on the basis of merit.

In contrast with these national level and international level provisions, in many (but not all) cases shadow education does not provide free education rather it makes the privatization of public education system. Whatever declared in the policy level but in the practice level its implication will not be same. It seems as if no education is free and free education is nothing. It is to say that as the courses of school change, there will not be change with the teaching skills, strategies and practices of the teacher and distribution of the course may be same in many school systems. Hence, there is the training session and education from the side of the government but its effectiveness and proper implication can be seen as the matter of question. In this regard, US AID (nd) asserts;

> In some countries inappropriate policies could pose critical challenges to improvement of teacher training; in others, barriers to reform many be rooted in social and cultural realities, and in yet others, the peculiar organization of teacher education institutions and education bureaucracies could block reform efforts. (20).

It is clear that most of the challenges in mainstream education mechanism occurs due to unsuitable policy, social and cultural barriers in the reformation, and the institution's trends and practicing efforts. Therefore, there is not the proper transfer of training inside the classroom and learners feel difficulties in

comprehensive learning; due to that students need further support in the form of supplementary tutoring. Likewise, mainstream classes are not regular due to the various political, social, and religious reasons. So, learners go for tuition class to complete the course of study. On the other hand, some learners are busy in their regular works and cannot take regular classes; this is the cause of taking tuition class to pass the degree. Thus, these all aspects automatically gives the platform for mimicking mainstream education system to fulfill the demand of the learners on the basis of extra lesson and additional fee structure. Henceforth, the shadow educations get prepared wings to fly.

Some teachers escape from their duty and responsibility in the class and seek for the tutorial money making process Bray (2007). Therefore, it is tough to get free education as cited on UDHR and provision of our constitution in the presence of Shadow education system. As anything of the world has good and evil aspects, shadow education cannot be exception. In its good aspects it can enhance the individual capability by boosting knowledge and skills and attitude. Along with this, it can help to access the didactic materials and resources to enrich the learning. But on the contrary, it can make the upper and lower strata in society. Even it can make unnecessary anxiety from the part of the parents.

Obviously, in our locality prevailing tuition custom is becoming the craze. No matter, whether the child is doable or intelligent enough to learn in his/her own pace and effort but parents are being over conscious about their future. Therefore, they are paying high amount of money for the sake of good educational output. This kind of rush can give space to educational corruption and can make our mainstream education system frailer, ineffective and passive too. I have the experience of teaching as a home tutor; what I realized is that many of my students used to take tuition to become pass in the examination but those who are average in the class they used to take to improve their level of achievement. The interesting fact is that; those students who are in the first, second and third-class positions also used to take tuition. That is because,

whether they want to remain in their position or go in upper position. This way my own teaching experience shows that there is a competition for better education, better grade and better position. In this trend, there is not any concern on autonomous learning but without concerning their self-learning ability and needs they are being engaged in shadow classes. This shorts of system makes the theme of shadow education more alternative rather than supportive. Thus, one way or another, it will be extra burden for the students and the guardians. Parents are paying for tutoring to rescue their children being losers in their regular classes. So, it becomes an indispensable part of the education process implicitly and explicitly in the context of Nepal.

## 2.2 Review of Related Empirical Literature

Though; many research works have been conducted in the various aspects of shadow education around the world, it is a relatively new area for research in our context. Some of the research studies related to shadow education are reviewed here.

Thapa (2011) in his research work entitled "Does private school competition improve public school performance? The case of Nepal" explored the impacts of private school competition on public school performance for the case of Nepal. The data is taken from the results of school leaving certificate (SLC) examination. The researcher did a survey at 425 schools on 22,500 students of various SLC batches like 2002, 2003 and 2004. Conductors were SLC study team of Ministry of Education and Sports of Nepal. Their study was limited on 5626 families, 425 head teachers and 2500 teachers. The stratified random sampling procedure was used to conduct this very research. The researcher used the questionnaires as the tool of the research. As far as the findings of the research are concerned, the private school is positive and statistically significant in explaining students' SLC performance. Even private schools are well equipped and resourceful. In the context of achievement of the students; academic achievement of the students who are being engaged in shadow

education (tutoring) is high in the compression of tuition not taking students. The researcher found that 68 percent of the grade ten students were engaging in shadow classes in the name of tutoring.

Banjade (2016) conducted research entitled "Bachelor Level English Students' Perceptions on Private Tutoring". She explored the perceptions of Bachelor level English students' on private tutoring in terms of language teaching technique, content coverage, use of materials and classroom management. She used survey research design and there were thirty informants of bachelor level as the sample of the study. She used questionnaires as the data collection tool. She found that students were positive towards private tutoring. In this regard, students opined tutoring helped them to secure high marks, it also helps to the students who cannot regularly attend the class. Moreover, her findings suggest that the students get individual treatment and in private tutoring student-centered techniques are applied. On the other side, she also found that tutoring increases learners' dependency on teachers. Along with this tutoring demands extra fees and time. So, all students may not be able to afford it. Therefore, it increases social inequality in society.

Likewise, Wan and Weerasena (2017) studied on "Shadow Education in Malaysia: Identifying the Determinants of Spending an Amount of Time Attending Private Supplementary Tutoring of Upper Secondary School Students". The objective of this paper was to examine the determinants of spending an amount of time attending private supplementary tutoring in Malaysia. They used the survey research design where 343 self –reported questionnaires were used for upper secondary students as the data collection tool. The findings of this study were, ethnicity, father's level of education and past academic performance as the significant determinants of spending an amount of time attending tuition. However, interestingly, they found that while geographical location and participation in internal tuition in schools were also determinants of spending, these two were not significant in determining the

amount of time attending tutoring. Whereas differences between these two illustrate the economic and educational dimensions of shadow education.

Similarly, Dwita, Cheisviyanny, Helmy & Marwan (2018) conducted research on "Factors comprising motivation to participate in shadow education in west Sumatra". Their study focused on the participation of secondary school students in shadow education. They used survey research design and questionnaires are used as a tool to collect data. The questionnaires were administrated among 433 private tutoring participants at 13 cities and municipalities in West Sumatra. Questionnaire was developed to eliciting students' response on 52 statements that explain their participation in shadow education. Their findings demonstrate the five factors comprising secondary school students' participation in shadow education. Those factors are personal, family, school, private tutorial, and peer factors. The first factor deals with the concept of students' thinking that participating in private tutoring only helps to get better grades, well performance to study than the mainstream schooling. Even it helps to secure own self from the embarrassment when receiving bad grades at school. The second factor is the combination of desire, suggestions and busy parents that encourages students to join the shadow education. Likewise, third factor suggests in school teacher does not pay full attention to the students' learning difficulties. Even there will be the lack of participation opportunity and teacher cannot finish the tough materials at school and the teaching process of school is boring. Moreover, there is not good rapport between teacher and students. So, teacher does not seem comfortable if students often ask question in the class. Forth factor is the combination of learning process, the promotion and the instructor aspects. The last factor deals with the peer as the motivating factor for students to participate in shadow education.

Subedi (2018) studied on "Shadow Education: A Role of Private Tutoring in Learning". He explored the process, reasons and consequences of private tutoring as perceived by the secondary level teachers and students. Through

this study, he intended to find out the factors that motivate students for private tutoring and what are issues related to this phenomenon in Nepal. In order to conduct this research study he used an exploratory design of qualitative research. More specifically, he used qualitative interpretive exploration method in order to identify the perceptions of secondary level teachers and students on shadow education. He adopted purposive sampling procedure to conduct this study. His participants were six secondary level teachers of the Bhandardhik Resource Center at Lekhnath of Kaski District. Similarly, he chose two participant students who completed grade 10 and were waiting for the SEE result. He used a focus group discussion (FGD) and interview as the tools of data collection.

His findings were related to the nature of tuition in Nepal as the coaching that is provided to ensure students' better performance in exams. He further found that there is not any change in pedagogical practices between private tutoring and regular school class. Teaching is being effective due to the small group of students, caring, attentive and modest behavior of the tutor. It also revealed that the prevalence of private tutoring is being increased for strengthening learning being exam-oriented and for getting chance of interaction plus immediate feedback. It is also prevailing due to personal treatment to the weaker one and being rooted culture of the schooling. He came up with some factors for students' motivation to join private tutoring like to pass the exam at any cost and score continuous higher in test, no fear with teacher and easy learning, parental pressure for better result in exam, no understanding in regular classroom, opportunity for co-operative learning, adequate practice, problem solving, immediate feedback, personal treatment, easy learning and use of reference books. One of the main motivational factors for private tutoring so far he found is additional financial gain for teachers/tutors which is becoming an extra economic burden for parents. He found the students were motivated towards private tutoring due to emotional stress, peer culture, and parental perceptions.

## 2.3 Implications of the Review for the Study

In order to conduct any research, the literature review plays vital role. It is an integral part of entire research study. Therefore, it is literature review that paves the path to accomplish our research effective way.

The above-cited theoretical and empirical literature provided various constructive ideas for this study. I have got various information that became supportive for my entire research study. These reviews are depending on multiple sources like books, articles, journals, theses and so on. Through the review of related literature I got the opportunities to be familiar and clear with my research problems, challenges, objectives and methodological procedures. Theoretical review provided me the sound theoretical knowledge and ideas about my topic. On the one hand, Bray (2007, 2009 & 2011) introduced me with shadow education, its present status and contradictory issues. On the other hand, Garcia et al. (1991), Dwita et al. (2018), lliya & Ifeoma (2015) and Jenkins & Demaray (2015) helped me to understand the motivation related issues.

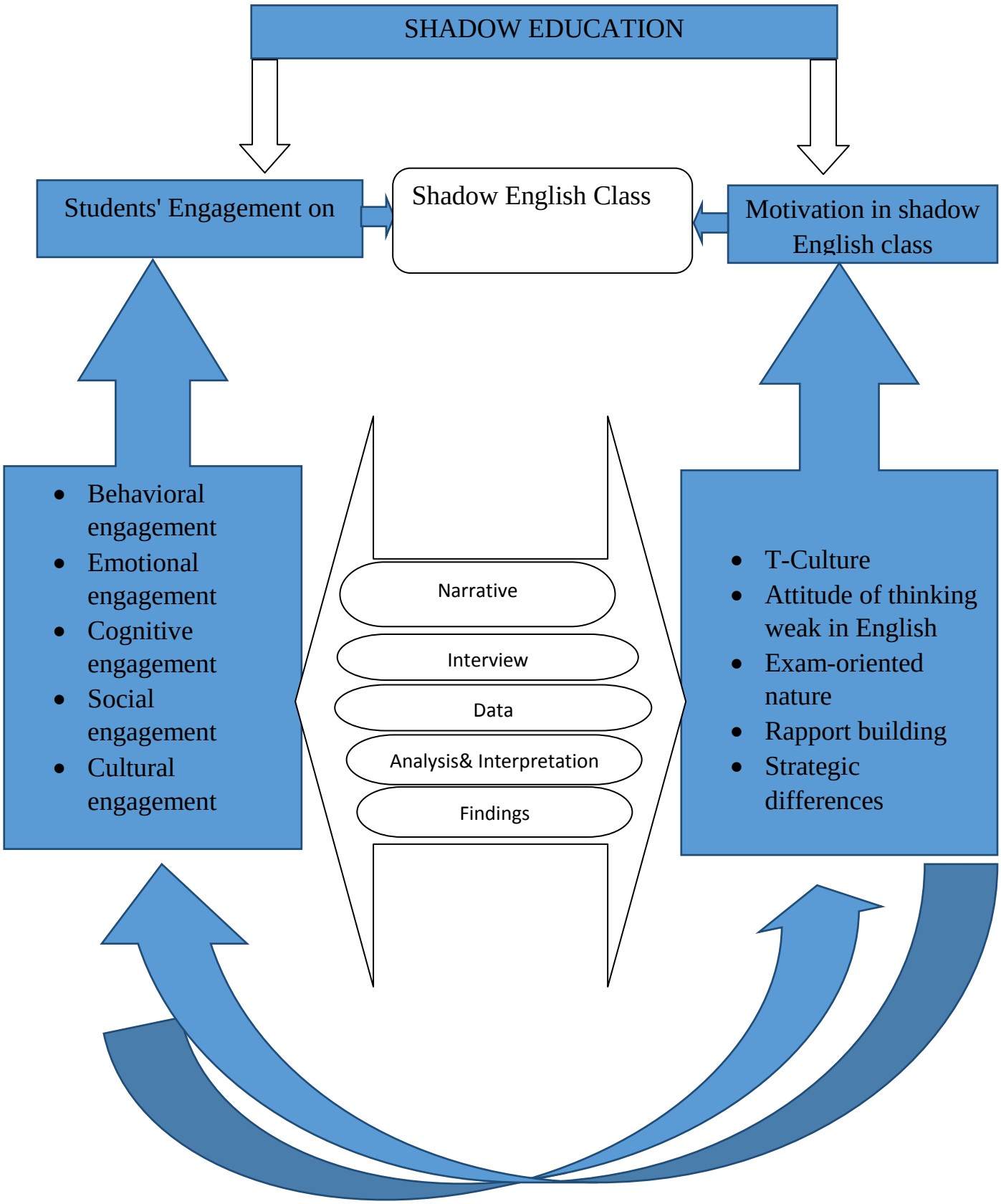
Likewise, the review of Subedi (2018) and Wan & Weerasena (2017) are very important for my research in the sense that I recollected significant ideas on the process, reasons and consequences of private tutoring as perceived by the secondary level teachers and students. Those works helped me to understand the shadow education its processes and the reasons being enrolled in private tutoring. Even it helped to analyze the results of such a tutorial culture on mainstream education. Similarly, the study of Thapa (2011) has important implications for my research because it provided me the methodical skills. It also made me aware of the current practice of engaging students in private tutoring. Dwita et al. (2018) introduced me with some major factors comprising motivation to participate in shadow education. This helped me to form ideas of being engaged in shadow education and motivation behind it. The last but not the least, after reviewing the work of Banjade (2016), I learnt the ways to reshape the ideas. This research provided me the current situation, and status

even demand of private tutoring in the context of Nepal. Therefore, this study helped me to understand the practice of shadow education in terms of language teaching techniques, content coverage, use of materials and classroom management in the context of our country.

In a nutshell, from the above-reviewed research work I got various ideas on my research topic. Therefore, review of related literature became beneficial for me to develop theoretical frame of my study. Thus, form the review I got the support for conducting my research properly and effectively to fulfill the desired objectives.

## 2.4 Conceptual Framework

A conceptual framework is a blueprint that the researcher uses to plan and proceed his/her research. It grows out of the theoretical conceptualizations which relate to the specific research problem. The major function of the conceptual framework is to show the relationship between the various concepts and variables of the study. The conceptual framework of my study diagrammatically cited here:


SHADOW EDUCATION
Students' Engagement on
Shadow English Class
Motivation in shadow English class
Behavioral engagement
Emotional engagement
Cognitive engagement
Social engagement
Cultural engagement
Narrative
Interview
Data
Analysis& Interpretation
Findings
T-Culture
Attitude of thinking weak in English
Exam-oriented nature
Rapport building
Strategic differences

# CHAPTER THREE
# METHODS AND PROCEDURES OF THE STUDY

This chapter includes the methodological procedures that I used to conduct my research. It includes the design of the study, selection of participants, tools and techniques of data collection, data collection procedures, analysis and interpretation of collected data and ethical considerations.

To achieve the objectives of the study, the following methodology was used in the research process.

## 3.1 Design and Method of the Study

Research design is the combination of methods and techniques that make connections and logical combinations between the various facets of the research that will help to accomplish the research effectively. In this regard, Kumar (2009, p.84) states " A research design is a plan for structure and strategy of investigating so convinced as to obtain answer to the research or problem". In the context of my research, I followed the narrative inquiry research design.

Narrative inquiry is a means by which we systematically gather, analyze and represent people's stories as told by them. It is to say that narrative inquiry is the interpretive device through which people represent themselves. According to Schwandt (2007, as cited in Ojha & Bhandari 2013) "Narrative inquiry is the interdisciplinary study of the activities involved in generating and analyzing the stories of life experiences (e.g., life histories, narrative interviews, journals, diaries, memories, autobiographies) and reporting that kind of research". Moreover, it is the process of thinking about and through study of lived experiences. It adopts recursive, reflective process of moving from field to field text data which helps to create the conceptual framework within which various field texts of numerous analyses can be used. It is an umbrella term that captures personal and human dimensions of experience over time, and takes

account of the relationship between individual experience and cultural context (Clandinin and Connelly, 2000). Therefore, it is crucial for researcher to state his/her philosophical position and show how can that effects ones research practices. Likewise, they further state, "formalist begin inquiry in theory whereas narrative inquirer tends to begin with experiences as expressed in lived and told stories". Therefore, I wanted to go in-depth with my respondents' hearts and find out their lived experiences that will reveal the reality behind students' engagement in shadow English classes. Hence, narrative inquiry focuses on the organization of human knowledge more than merely the data collection and processing. According to Frasher (2004) the process of narrative inquiry involves:

a) Hearing the stories, experiencing each other's emotions
b) Transcribing the material
c) Interpreting individual transcripts
d) Scanning across different domains of experience
e) Linking the personal with the political
f) Looking for commonalities and differences among participants
g) Writing academic narrative about personal stories.

The narrative inquiry design helped me to point out the engagement and motivation towards shadow English classes on the bases of provided lived experiences of my respondents and existing practices.

In the context of the English language teaching and learning process, most of the students are being motivated towards the shadow English classes (private tutoring). Thus, the narrative inquiry design became the best one for me to trace out the real reasons behind this action. Stories are an important vehicle for creating meaning. Whether it is at home or work, stories are used to construct our lived realities Frasher (2004, p. 196). It is narrative inquiry that renders the event active rather than passive, infused with the latent meaning being communicated by the story teller. Moreover, I tried my best to bring some of

the back-grounded facts behind increasing culture of shadow English language classes towards foreground using this very narrative design.

## 3.2 Population, Sample and Sampling Strategy

All students majoring in M.Ed. English at Tribhuvan University were the population of my study. Among them I selected four students who had experience of shadow English classes, using purposive sampling strategies. Purposive sampling focuses on the small size that is useful for analyzing the data properly Creswell (2007). Therefore, the purposive sampling helped me to get data from the respondents who have their own lived experiences and practices on taking shadow English classes.

## 3.3 Data Collection Tools and Techniques

I used face to face interviews and informal conversation as the research tools for data collection to get detailed information.

## 3.4 Sources of Data

In order to accomplish this very research I used both primary and secondary sources of data. Whereas the former includes open-ended interviews. Similarly, later one includes sources like; journal articles, research articles, books, previous researches, some other published-unpublished and online-offline materials.

## 3.5 Data Collection Procedures

In order to collect the required data first of all, I selected the problem. After that, I selected experiencers related to my research problem. Then, I designed discussion guidelines and on the basis of those discussion guidelines I did informal interaction with the selected respondents. After that, I begged pre-informed permission from my purposively selected respondents. I convinced them about their confidentiality and security by telling them how much their

experiences count for my research. They were my friends so it became easy to develop rapport with them. Then, I asked their favorable time for interview. On the basis of their ease I went to their determined place. I recorded their interviews so that it became supportive while doing transcriptions. I took their in-depth interviews and also used note to jot down the important points like facial expression, body language, and other signs and signals. While taking interview I started form general to specific or simple to complex order. I did my best to take interview in natural flow. I tried to bring them in the context when they became derail from the topic. I set the environment to explore their perceptions, lived experiences and practices on the shadow English classes. After taking interview I thanked them heartily for their kind co-operation. At the last, I transcribed those recorded interviews and went for thematic analysis.

## 3.6 Data Analysis and Interpretation Procedures

I went through data analysis and interpretation procedures after the collection of data from interviews. At first, I used pseudonyms for the respondents and transcribed those interviews. After doing transcription I categorized the similar codes. Then I analyzed those codes carefully. On the bases of those codes I generated the common themes of each category. And depending on those themes I did the thematic description. While doing interpretation I used the supporting evidence and cited verbatim of the respondents to support the ideas. The analysis and interpretation became so crucial to come up with the research findings of my research.

## 3.7 Ethical Considerations

Ethical consideration is the most important aspect of any research. Therefore, in order to maintain the ethicality of the research first of all, I took approval from the Department of English Education, Tribhuvan University. Similarly, I took informed consent with my respondents too. Then, I carefully maintained the confidentiality of participants regarding their provided information. After

doing that, I analyzed data subjectively (doing thematic analysis) without misleading the meaning of the respondents. And to avoid the risk of plagiarism I gave the proper credit to the authors of books, journals, articles, and research works. Moreover, I paid attention to accuracy, honesty, trustfulness, and privacy of the research work.

# CHAPTER FOUR
# ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of the collected data in terms of research objectives. So, this chapter presents the lived experiences of the selected respondents on the basis of their engagement and reasons behind enrolment in the shadow English class. I have extracted the lived experiences and views of the participants and examined them critically to derive the meaning of participants' stories.

## 4.1 Analysis of Data and Interpretation of Results

The collected data through the open-ended interview have been analyzed and interpreted incorporating the lived experiences of the participants. The narratives and interviews have been viewed holistically as per the separate files and then analyzed thematically to point out the major themes. Their stories reflected the practice of shadow education and the reasons behind their engagement in the shadow English classes. I have used a thematic approach to trace out the stories told by the respondents and generalized the meaning of story. The interpretation has been made with reference to the analysis of the collected data. Therefore, the details of analysis and interpretation has been incorporated in the following sub-sections:

### 4.1.1 Background of the Participants

I purposively selected four participants for the research. In order to maintain confidentiality, I have used pseudo names for them. Each participants' personal background is presented here:

**Ramu Kumar Yadav**

Ramu Kumar Yadev is 28 years old and he has studied a master's degree from TU, Kirtipur. He is from Mahottari but rightly staying in Kathmandu for last five years. He belongs to middle class family and out of three siblings he is the youngest son of the family. His father is a teacher and mother is a house wife. He is the product of government school and recently preparing for PSC (Public Service Commission). In his early stage of school life he was a weak student in English. Therefore, from class two his parents sent him to the tuition class. After that he frequently took tuition classes from primary to masters' degree. He did hard work and made a positive attitude towards English language learning. Now he achieved good command over English language. He told that he took tuition as the boon to enhance his capacity.

**Lucky Khanal**

Lucky Khanal is from the eastern part of Nepal. He is 30 years old and he has recently finished M.Ed. from TU, Kirtipur. Currently he is teaching at TI College as an English teacher. There are altogether seven members in his family. His father is an English teacher and mother is partially literate. He joined tuition class when he used to read in class five. He joined English tuition with the intention of being further flourished. As he shared; he was motivated to join tuition by his friends. He visited tuition centers in search of techniques, strategies, and tactics that he could not find inside the regular classes. He took tuition classes from primary to masters' level. Therefore, on the one hand, he thinks the English tuition is supportive for the students. On the other hand, he opines that T culture (Tuition culture) must be band. He supported his logic saying that because of such tuition taking culture many students are being dependent only on the tuition classes. He further opines: what they think is that even if they do not attend the classes they are sure that they are supported at the tuition class. So, they bunk the class.

**Hari Mauni**

Hari Mauni is 27 years old student of Education English. He is from far Western region. And he has recently completed his Master's degree from University Campus, TU. He is from middle class family consisting eight family members. His parents are farmer and one of his brothers is a teacher of government school. He completed his primary level from private school and during the Maoist revolution (2062-2063) all private schools of his locality were closed then he took admission in the government school. And in grade eight he took first English tuition class. He told that due to the lack of good English teachers in his area and with the fear of DLE (District Level Examination) he took tuition class. He further shared that from the Primary to Masters' level he took the tuition classes of English in various subjects. Even in his SLC level he took only English subject's tuition three times. He opines: nowadays tuition classes can be found everywhere but he thinks only 45% students are serious about taking tuition but 55% students just take it as the fashion. He said the tendency of imitating others for tuition must be discouraged.

**Summy Kumar Chaurasiya**

Summy Kumar Chaurasiya is a curious and energetic student of 30 years old. He is from Rautahat and he has recently done his M.Ed. from TU. Like Ramu he is also preparing for government service commission. He is also from a middle class family. There are nine members in his family. His elder brothers are illiterate due to financial problems. And no one is jobholder from his family. They follow farming for their livelihood. Unlike the previous respondents he joined tuition class of English before starting formal school. He learnt basic things like English alphabets, numbers, and writing before getting admission in the primary level. And in his plus two level due to his weakness in English he joined the English tuition class. Where he learnt the grammatical rules and supportive ideas for the subject. In the master's level too he took the

tuition of phonetics and phonology. Therefore, he frequently took English tuition from lower level to upper level. He said due to the situation of governmental school and weakness and careless of the teacher one should take the tuition to be passed in the examination. He shared that if we are in good environment, it does not necessary to take tuitions.

On the basis of the information provided by my respondents, I come to conclude that all of them belong to middle class family. Ramu and Summy represents from Tarai area where as Lucky is from Eastern part of Nepal and

Hari belongs to Far Western region of Nepal. Therefore, it is clear that the existence of shadow English class can be seen from the east to west and in each and every area of our country. Moreover, Ramu's and Lucky's fathers are teachers but Hari's and Summy's parents are farmers. Thus, it shows that from educated as well as uneducated family students are being engaged in shadow English classes. In this respect Lucky shared: *So, my dad is an English teacher and talking about my Mom she is partially literate and my brothers are bachelors in degree. And sisters are also doing their studies. To be honest I do have a literate family.*

Unlike Lucky, Summy said: *My elder brothers have not got education because of mmm… you know! Family problems… there are not any member job holder in my family… they are farmer all...*

In nutshell, on the basis of above cited extracts of my respondents, I conclude that whether the family background is poor-good or literate or illiterate parents send their children to the shadow English class to improve their children's academic proficiency.

### 4.1.2 Educational journeys of the Participants

Teaching becomes successful when there is a desired change in the behavior of the students. On the other side, in order to be proper learning there should be comprehensive or effective teaching. In the absence of such environment

learner goes to search for alternatives like tuition class. In order to understand the subject matter properly, which is not clear in regular class due to multiple reasons, the learners may need to take tuition classes. In this sense, the tuition or shadow English class supports the main stream Education. So, in the process of learning of my respondents they have their own stories. If we analyze their age of engaging in the shadow English classes, Summy joined before getting admission to the school, and in the context of Ramu he joined in grade two. Likewise, Lucky joined in grade five and Hari joined in grade eight. After analyzing their trend of taking tuition of English they all have individual reasons behind it. In this respect, Ramu shared:

> *Yeah! I can remember. In the early stage of my school life I were in two class and my parents sent me to the tuition class. Actually, my parents sent me there because I was a weak student at that time. And my friends were going to take the tuition class too.*

According to his view, he just joined tuition classes to improve his weakness in English and he also followed his tuition taking friends.

In this regard, Hari said:

> *When I used to study in grade eight during that time I took tuition class where I used to read English and Math. One of our English teachers I cannot you know tell his name. Nobody says nothing to him when he entered in the classroom. I do not know whether he taught us or not but I realized right now he could not teach us even the single chapter. So, many of my friends including me took the tuition class… I took the three times tuition class of English and finally secured good marks as well.*

In Hari's case he joined the Shadow English class due to the weakness or we can say unavailability of the capable English teacher. So, to improve his English he took shadow English class thrice of a session.

Unlike Ramu and Hari, Summy commented:

> *Eh specially, when I joined in one class before that I used to study tuitions to study like ka-kha, A B C D… so I studied tuition before joining my school. When I passed SLC then I joined plus two at that time I was very poor in English and for that reason to learn grammatical rules and regulations and to make my writing cohesive and coherent I studied tuition class from my plus two level English teacher.*

From Summy's expressions, it can be concluded that he joined shadow English class before initiating mainstream education and in his upper class also it supported him to secure good marks. Therefore, same practice can be seen in the current educational scenario as well. Like Ramu, Hari, and Summy, the forth respondent Lucky also took first tuition class in class five with the motto of being further flourished.

### 4.1.3 The Practice of Shadow Education in English

The practice of shadow education in English refers to how and why the learners of English go for the shadow English class or private tutoring? In our context, we can see the various forms of shadow English education like home tuition, coaching, and residential tuition. The practice of shadow English class is discussed in the following sub-headings:

- Motivation towards shadow English class
- Engagement in shadow English class
- Participants' perceptions and feelings towards T- culture

**Motivation towards Shadow English Class**

The term motivation refers to the inner desire to start learning. It is motivation that directs learners' attitudes towards learning process. Motivation is the force that provides the impetus for human behavior, causing individuals to initiate and sustain goal-directed actions (Jenkins & Demaray, 2015). This is to say that, the motivation works as the spring board to regulate human behavior and actions towards the desired goal. Moreover, student motivation (SM) is closely linked to the learners' desire to take part in the pedagogical process and interest in learning desired skills, aptitude and knowledge. In this sub heading I have analyzed the participants' motivation towards shadow English class. In this context, Summy put his view as:

> *You know, if you talk about my masters' level then same thing happens, I mean in both places I studied the same thing. So, same motivational level but when I used to read in school level, plus two and bachelor level at that time I used to study something that I was weak in so, I was more motived.*

He also said:

> *…if you study tuition then there will be high possibility of the revising of the course, you will get chance to have your course better way and you can ask more questions to your teachers. And due to the good rapport the learning will be better. Moreover, the teacher will focus more on you that happens in the tuition class. I mean that there is more student participation in tuition.*

His experience shows that his motivational level was high in school and bachelor levels in the comparison of master's level. Similarly, due to individual treatment and opportunities of interaction with tutor, and revision of the content he was motivated to shadow English classes.

In this respect, Hari told:

> *When we took the English tuition class because of our payment to the tutor we automatically get motivated towards the learning. Our relationship also became better with the same teacher in the comparison of the formal class, which you know helps for learning.*

He means that first of all, the payment automatically motivated him for SEC and another thing the tutor- tutee rapport also motivated him for better learning in the comparison of mainstream class.

After analyzing Summy's and Hari's views, I come to know that they are motivated towards the shadow English class because they got the appropriate chance to learn where they are weak. And the extra tutorial fee also played a vital role to be serious about the shadow class. Moreover, tuition provided more participation in learning activities and it also strengthened the tutor-tutee rapport which really counts a lot for effective and long-term learning.

In the context of Ramu he commented:

> *Yeah honestly, I was highly motivated there at the time of taking tuition. What happened actually, I used to be well confident about the subject matter that I learnt from the tuition class. I used to memorize all questions' answers. In the tuition class I did not feel high because I had to memorize and learn all matters in there; if not then I had to face the*

*punishment form my tutor. So, there my confidence level was not so high but when I used to go to take the regular classes of school and collage my confidence used to be high due to previous learning in tuition. So, I was motivated towards the tuition class to do my best in regular class.*

From Ramu's view, it is clear that whatever he learnt in shadow English class made his confidence level high in the formal class. So, he is motivated towards the shadow English class. On the other hand, Hari commented as:

*...till the master's level my focus was in the tuition classes as compared as to my usual English classes. In the sense that you know when I was in regular classroom, I did not care a little bit in the comparison to the tuition classes.*

His experience suggests that the over depending on the tuition class is not good for learners' self-dependency and creativity in learning.

On the basis of my participants' experiences, I conclude that the SM towards shadow English class is high because they get opportunities to participate in the learning activities. They can also go through proper learning where they are weak to improve their proficiency but there will be the need for proper use of shadow class considering the originality, creativity, and self-dependency of the learners. Moreover, the extra tutorial fee also makes them serious towards learning. And students feel easy to face mainstream class activities and regular examinations due to proper practice in their SEC. Therefore, these all aspects motivate the learners towards the shadow English.

**Engagement in Shadow English Class**

Obviously, in the process of shadow English education both teacher or tutor and learners will be engaged. This sub heading deals with students' engagement in shadow English classes. All my respondents have very long experiences of

taking shadow English classes from nursery to tertiary levels. So, in the process of practicing shadow education my respondents were engaged in various sorts of engagements those are cited below:

**(a) Behavioral Engagement**

In the context of behavioral engagement the involvement of the students counts a lot. The long-term involvement in shadow English class means the behavioral engagement. In this context, Ramu opined:

> *Honestly saying, to get involved myself in study I involved in tuition. And other reason is we could ask many questions that we did not know in the tuition class in the comparison of our regular classes of school or colleges. One after another I took many tuition classes in my school life. And even up to higher level it became my necessity to do better in examination. This way I involved in tuition classes.*

It shows that firstly, he was involved in shadow English class to foster his study habit and to get better opportunity for interaction in class, so that he could do better in the exams. And he took tuition classes level by level that made him habitual for shadow English class to get success in exam. Summy also supported this view saying: *If you study tuition then there will be high possibility of asking more questions as per your difficulty level; that helps to understand more about the content matter… I mean that there is more student participation in tuition.*

From their experiences I come to know that there is the behavioral engagement of learners in shadow English classes. This is to say that their long-term involvement in shadow English class for learning content better, for getting opportunity to interact, and for doing their best in mainstream examinations

proves there is the behavioral engagement of students in shadow English classes.

**(b) Emotional Engagement**

In order to effective learning of any language, the crucial element is positive attitude and reaction on that language. So, same thing will be applied with English too. Emotional engagement is an overall positive reaction to the class, including enjoyment and sense of belonging (Fredricks et al., 2004). Emotional engagement is a psychological state in which learners put a lot of efforts to real understanding a topic. If there will be emotional engagement then learners can be engaged over a long period of time in their learning. Therefore, various techniques and strategies can be used to enhance positive emotions in learning. In this respect, respondent Hari shared:

> *In bachelor level I took the tuition class for the linguistics. We were forty seven students in our class, in tuition just seven boys and five hundred rupee charge. He called us near to his home. So, you know even so expert teacher how he taught us inside the classroom at the college and as a tutor how he explained each and every thing let me say one example, I am so clear right now as well. The production of human speech sounds. When he taught inside the classroom he did not explain each and everything but when I took the tuition class from the same teacher he opened his T-shirt and explained saying I will demonstrate how our human speech sounds being produced like /p/, /b/, /t/, /d/… you know. So, which factors encouraged him to teach such a way? Why he cannot teach in the mainstream education? The same students you know…*

From Hari's information, it can be interpreted that in the shadow classes tutor used interesting and comprehensive strategy for effective learning. On the other side, such kinds of strategic-change engaged Hari in learning activities. My respondent Lucky shared:

> *I was quite unknown about the tuition classes in the beginning phase but what I came to know from my friends that if we are going to the tuition classes we would be given techniques you know strategies and tactics. Which would help us to do better in the examinations. So, thinking to have such tactics from the tutors I visited…Initially, I was not well prepared and I did not know the way how to prepare for scoring good marks. When I was provided such techniques, strategies by the tutor I started doing better in my exam.*

From his story it can be said that due to get better strategy and tactic for learning and securing good marks in examinations students are emotionally being engaged in shadow English classes.

Summy also engaged in all levels to get special strategies and techniques from tutors like in the case of Lucky.

In this respect, Ramu said:

> *I joined tuition classes to build good rapport with the teacher who teaches in the mainstream class and tuition class. It also helps to overcome the discrimination between tuition taking student and not taking student.*

Besides Hari's, Lucky's and Summy's views, Ramu's story shows that he engaged himself in tuition classes, not only for better learning rather for

building good rapport with the teacher who used to teach in both mainstream and tuition classes. Moreover, good rapport helped him to be save from discrimination between tuition taking and not taking students.

From the lived experiences of Hari, Lucky,Summy, and Ramu it can be concluded that students are being emotionally engaged in shadow English classes not only getting better strategies and technics from the tutor but also for being emotionally near to the teacher with good rapport building. Good rapport between teacher and students is important but like Ramu's experience only joining tuition for rapport building and discrimination between tuition taking and not taking students is not good.

**(c) Cognitive Engagement**

Cognitive engagement includes the amount of effort students are willing to invest in working on the task and how long they persist (Corno and Mandinach, 1983). In shadow English class students are being cognitively engaged in relation to exam-oriented exercises and with the tricky learning styles, and strategies. In this matter Hari uttered:

> *What happened you know, when we took the tuition classes especially our target is to get high score in the examination. I think this happen to each and every student, we took tuition classes when the exam nearly coming soon. It means two or three months before we took the tuition classes. You now, when I took tuition class our tuition tutor taught us very specific specially exam oriented questions were practiced more. And we were given chance to practice grammar related and free writing and other exam based writing too. Where we used to get immediate feedback too. For doing better in the comparison of the friends I used to practice hard.*

From his illustration, I analyzed that in tuition classes he was more focused on the task. On the one hand, he was engaged consciously with classroom activities due to specific exam-oriented questions and their immediate feedback. On the other hand, he wanted to do better in the tuition class among the other learners. So, Hari was cognitively engaged in the shadow English classes. In this matter, Summy said:

> *Some teachers teach in advanced way beyond the level of the students at this case they cannot understand and search the tuition classes…In my time teachers used to focus on only lecture method and when I joined tuition class I found a tutor using demonstrative method, and other methods too. Where students used to be more active.*

According to his story, it is clear that in order to get level wise treatment and variation in teaching that helps to get better concept he cognitively engaged in tuition. Likewise, Ramu opined:

> *The thing is that in the tuition classes the strategy is only that anyhow the student should remember the questions answers those are important for the examination that is the strategy of tuition class. The tutor often attempts to engage student practice a lot by selecting the questions those are probably to ask in the examination. But in our formal education system; what I found is that teacher comes and delivers subject through lecture method. Whether we are paying attention or not that is not the matter for many teachers.*

From the idea above, I came to specify that in shadow English class students are fully focused to the exam-oriented exercises and in mainstream class it is less focused.

The above cited stories signify that they all are cognitively engaged in shadow English because students are more focused in exam-oriented tasks. In tuition immediate feedback on classroom practice is available to do better in classroom so that they can do better in the examinations. Furthermore, to get level-wise treatment and easy comprehension by variation in methodology they are cognitively engaged in shadow English classes.

**(d) Social Engagement**

Social engagement is one's participation in the activities of a social group (Prohaska, Anderson, & Binstock, 2012). Social engagement is determined by the perceptions and values of society. In this respect my respondent Summy told:

> *They (people of his society) perceive you know, very positively the status of tuition class in my society because they think tuition taking students as laborious because they think they are studying in the school and even in tuition. In my society if any student fails in examination and if one will score less then there is the social perception that one should take tuition to do better in next examinations. So, they take positively the tuition classes.*

The ideas expressed above attest to the fact that society perceives tuition taking students as hard-working. Moreover, if any student fails in tests or exams people from society think there is the need of taking shadow English class for that student.

> Similarly, Lucky opined: *Society, yeah! society has also such perception on the bases people from society what they assume is that whatever the*

*students are found have done bad in examination should be taken to tuition centers.*

Here, he wants to say that doing bad in tests means one needs to join SEC. In this respect, Hari has the same experience like Lucky.

From their views, it is clear that students are joining shadow English classes due to the social perception on tuition taking students as laborious and existed system of doing better in exam on the bases of tutorial classes.

Supporting Summy's idea, Ramu shared:

*Parents and society perceive the tuition and tuition centers as the means to make their children's future bright. Here, the good-will of institute also plays vital role if the institute is famous then they think it as the quality builder. So, they send their children to the centers for the better learning. On the other side, society perceives tuition taking student as studious one. Tuition sending parents are perceived by the society as the doting parents and fully aware about the quality education. The tuition taking students are thought to be more time utilizer and studious from my society.*

In Ramu's society students are joining famous tuition centers to do better in the examination and those parents who are sending their children to the tuition perceived as the careful and aware of quality education. And tuition taking students are considered as the studious and time utilizers.

In a nutshell, analyzing Summy's, Lucky's, Hari's, and Ramu's ideas it can be concluded that there is social engagement in shadow English classes in some societies. Moreover, students are being socially engaged in shadow English

classes due to the perception of thinking; the weakest one should take tuition. Furthermore, those parents who send their children to shadow English classes are considered as careful or doting and aware about the quality education and tuition taking students are considered as studious, and free time utilizers from the society.

**(e) Cultural Engagement**

In the process of taking shadow education there will be the diversity among the students in terms of ethnicities, religions socio-economic back ground, and so on. In this context, my respondent Ramu and Summy belong to tarai area and Lucky and Hari from hilly area of our country. They have their own culture and such kinds of multicultural setting can be the best opportunity to develop the horizon of their linguistic ability. In this respect, Ramu shared:

> *Obviously, there is the great role of culture in learning. You know, culture and language are interrelated terms and one will be incomplete in the absence of other. What happens in our formal class we have to speak in Nepali or English. In our tuition class we can share our ideas using our local languages. When I used to read in school level I took tuition from the tutor of our community who used to make some specific meaning of words clear using our own cultural examples that made my comprehension quick and easy.*

From his experience, it can be concluded that culture is very crucial aspect in language learning process. He felt ease in comprehension when his teacher used to clear the meaning of some specific English vocabularies with the reference of his own culture. Likewise, Hari shared:

> *Yeah, cultural toleration is needed to run tuition properly. We know that in the tuition there will be multiple students from various cultural*

*backgrounds. Therefore, if the cultural positive attitudes and tolerance will be there then tuition will be effective otherwise cultural diversity can also hamper the class…*

According to his narrative positive attitude towards other languages and cultural tolerance is very important to learn language effectively.

In this matter, their experiences show that the culture counts a lot to learn the concept of some specific words easily using own cultural reference. Moreover, there will be the need of cultural tolerance and positive attitudes to run the shadow English class properly. Similarly, Summy said:

*I think, cultural inclusion in teaching and learning is most important. To be honest, in my initial days in college I felt uneasy to speak to the friends in the class due to my Madhesi tone. In our tuition class I became little bit open to the friends and I forgot about my tone because in tuition we shared openly where we are weak and what we want to learn with friends and tutor.*

Summy experienced the interference of first language in his classroom performance. In the shadow English class he felt easy to interact with friends because of less formality and more focus on his weak aspect for improvement. In this respect, Lucky opined:

*In tuition class I got chance to be introduced with other friends' cultures that helped me to make good rapport with them and same relationship turned in the friendship. After that I also learned little bit Doteli and Newari too.*

Hence, Lucky got introduced with the culture of other friends which helped him to build good rapport with them and same rapport helped him to make good attitude towards others' languages and English language learning too.

From their lived experience, I found that in the shadow English classes students are being culturally engaged that helps to enhance their learning ability in the desired sectors. Moreover, cultural engagement helps to make good relationship with friends and opens the opportunities to learn other peoples' cultural and linguistic landscape to develop own abilities.

From above data, I conclude that learners' cultural engagement is very crucial factor to learn the concept of some cultural specific words easily in own cultural reference. It is cultural engagement that helps to build rapport with friends. This kinds of rapport paves path to enhance cultural and linguistic abilities. For better cultural engagement there should positive attitudes and cultural tolerance among shadow English class taking students.

In a nutshell, from above data analysis and discussion I conclude that there are behavioral engagement, emotional engagement, cognitive engagement, social engagement, and cultural engagement in shadow English classes.

**Participants' Perceptions and Feelings towards T- Culture**

Tuition culture stands for the increasing trend or fashion of taking tuition. Many students are taking tuition or shadow English class in the name of home tuition, residential tuition, coaching in school and so on. Obviously, these sorts of shadow English classes are supportive to the English language learners in their learning. Therefore, nowadays shadow English classes are here – there- and everywhere. In this respect, Hari uttered:

> *...during that time when I took my second tuition class in the SLC examination there were rarely tuition classes just like current institutions. Specially, we students tried to find out where the tuition*

*classes actually run? The teacher maximally they conducted the tuition classes in their own school out of the school time. But nowadays we can say in every home there is a tuition class. When I took my tuition classes during that time the students were so serious they attend tuition for gating some kinds of knowledge but now I think 45 percent students are serious for taking tuition but 55 percent students for them it became the fashion. They try to imitate other people 'yeah my friend is taking tuition classes lets me take the tuition' that is called tuition culture.*

It can be said that nowadays some students are taking tuition classes because their friends are taking tuition without considering his/her own needs. In his context, Summy commented:

*When the teacher used to come in the classroom he did not make us write new and difficult vocabulary even he did not teach us grammar also and for these reasons I specially joined the tuition class in the school level. And talking about the plus two level at that time I joined specially tuition class to make my writing grow on and to learn something more about the grammar because in the school I did not study more at that time I used to depend on tuition classes. I did not focus only on grammar I focused on other subjects as well. However, I used to memorize the vocabulary and our tuition teacher used to eh make us write the difficult meaning of that very text.*

As he said, he joined tuition classes to learn grammar, specific writings, and for other supports in English by his tutor. It shows that students expect

comprehensible teaching of grammar, vocabularies, and other academic supports from their teacher so that they can enrich their overall skills without joining shadow English classes.

From the information of Hari and Summy I conclude that on the one hand, nowadays shadow classes taking trend (culture) is being increased as the fashion. On the other hand, it is being taken to fulfill learning which is escaped in formal classes due to various reasons. Therefore, more or less the shadow English class supports the formal class. It is also clear that the shadow tutoring class is not only useful for the weak students rather then, beneficial for the talented students too. Supplementary tutoring may also help relatively strong students to get more out of their mainstream classes, exploring various dimensions in greater depth (Bray, 2007). So, all students whether weak, average and excellent are being engaged in the shadow English class. Besides its good aspects, my respondent Lucky opined*:*

> *To be honest tuition classes somehow supported me to flourish my academic Excellency… what I tell is that, that culture must be band because of such tuition taking culture many students are being dependent only up on the tuition classes. And they just give a dam to the class teacher. And also we see many students are not going to classes like bunking the classes. What they think is that even if they do not attend the classes yeah they are sure that they are supported at the tuition classes and you know they just bunk the class.*

His experience reveals that shadow English classes have some bad impacts on mainstream class. Student's dependency on SEC sometimes reduces his/her concentration on mainstream class.

To support the same opinion, Ramu said:

*I think it is good to take tuition classes but looking on the present scenario of mainstream education system, we should not you know, give preference to continue the same traditional tuition taking trend. I think this tuition culture should be discouraged. That is because the government is paying good salary I think and something should be improved in the mainstream system then the situation will be improved I think.*

He further told:

*Tuition helped me that's why I said taking tuition helps to improve but in my tuition classes I only learned how to memorize the questions' answers and retention of readymade answers dictated by my tutor. No other extra-curricular activities and no creativity at all. Whatever I learnt is the thing that is needed in my examination. In our governmental schools we can find many more facilities but the situation should be improved then the automatically the culture will be changed. The students will not go for the tuition classes.*

From his information, it can be said that in shadow English classes only focus is given to the rote learning and memorization. Moreover, students are taught being exam-oriented without concerning their creativity

After analyzing participants' views, I can say that though the shadow English class is helpful to the students but over depending on it may hamper the creativity of the learners. Hence, most of the shadow English classes are examination oriented. So, there will be the chance of only memorizing and rote

learning. Even like Lucky's experience students overlook the formal class thinking that whatever being escaped in the mainstream class will be full filled in the shadow English class. Therefore, it is most important to improve the mechanism of the shadow English class by making it as much as practical and supportive to the main stream education.

### 4.1.4 Reasons behind the Involvement in Shadow Education

In the process of teaching and learning through the mode of shadow education, there will be the purposeful involvement of both learners and tutor. It is to say that, what is taught and how it is taught is geared crucially towards the needs and goals of learners (Barkhuizen, 2017). So, there is the long rooted existence of shadow education in our context. In this aspect, shadow English classes are natural in each level. Bray (2013) states, "Private supplementary tutoring is perceived as a natural element of the lives of students and their families". Therefore, in our context also learners are being attracted towards shadow English classes. In the response of why do they involve in shadow classes I came up with following themes:

**T-Culture**

T- Culture stands for tuition taking culture that means learners' long-term engagement in shadow English classes or tuition classes. In our society we can see many students are taking shadow English classes in all levels. As far as my participants are concerned, they all have very long experiences of engaging in shadow English classes. In this respect, Ramu shared:

> *There are various reasons for taking tuition classes. The first one is you know, try to follow the culture of our friends. They are going to tuition classes that's why we encouraged to join tuition classes, means learning with friends.*

From his story it is clear that some students follow their friends. If friends are taking tuition class for their improvement in the particular aspect then without analyzing own need others students also involve in tuition class. Similarly, Lucky said:

> *Yeah, I can remember. I started going tuition classes right from my schooling you know! Eh when I was in class five, I started going to tuition classes with the intention that I would be further flourished. And also from the very beginning there was a trend you know or let's say the culture of visiting different tuition classes and tuition centers that was the culture in the past and so is the case at present. Still we see many students visiting tuition centers in the context of Nepal.*

By his lived experience, it can be said that to get further flourished and for doing well in the examinations many students are taking tutorial supports from early stage of their schooling. It is to say that students are being engaged in shadow English classes from the past and it is also existed in current scenario.

In this respect, Hari shared his story as:

> *We students tried to find out where the tuition classes were running? The teacher maximally they conducted the tuition classes in their own school out of the school time. But now days we can say in every home there is a tuition class. When I took my tuition classes during that time the students were so serious they attend tuition for gating some kinds of knowledge but now I think 45 percent students are serious for taking tuition but 55 percent students for them it became the fashion. They try*

*to imitate other people 'yeah my friend is taking tuition classes lets me take tuition…*

According to his view-point, taking tuition is old trend. Nowadays, all students are not serious in tuition because they have just imitated their tuition taking friends. It shows that from the trend of tuition many students are being engaged without checking their real needs for tutorial classes.

Likewise, Summy told:

*If we talk about our locality if the parents are uneducated they send their children to the tuition classes. And in some situation what happens, if the parents are well educated and job holder because of that very reason they do send their children for the tuition class.*

From his experiences, it can be analyzed that in our society uneducated parents are sending their children to the tuition so that they can learn better. On the other side, if the parents will be job holder they cannot provide appropriate time to support their children due to that they go for tutorial supports. Moreover, some well-educated parents also send their children for tuition classes.

After analyzing the lived experiences of my respondents, I conclude that in our society there is long-rooted existence of tuition taking trend. Many students are being engaged in shadow English classes to improve their abilities but some students follow the tuition taking trend and their tuition talking friends without being serious on their study. It is to say that students seek supplementary English class not only because it prepares them better for tests, but also simply because a majority of their friends are doing the same thing. In some cases it became as fashion, where learners are taking tuition without analyzing their personal ability to do better by their own efforts without any tutorial supports. Furthermore, the long-term engagement of my respondents in shadow English

classes in all levels shows they are accustomed of tuition taking culture. Along with this, students are joining SEC for learning better in content and skills, and securing good marks in mainstream examinations. In this trend uneducated parents even well-educated parents are being involved.

**Attitude of thinking weak in English**

Attitude of thinking weak in English means learners' own attitude of thinking own-self weak in English. If learner feel low in English he/she will go for shadow English classes. Similarly, parents' feeling of thinking own children weak can also engage learners to SEC. To support same idea my respondent Ramu said:

> *Students think themselves weak, 'I am weak that's why I need to take tuition classes'. And parents or guardians they also suggest their children to take tuition classes saying you are weak when there comes letter from school that your child is weak in English and they think that no he/she cannot do anything here in school so he/she should go tuition classes too. So, the parents make them compulsory to join tuition classes.*

Likewise, Lucky opined: *What they (parents) assume is that whenever the students are found to have done bad in the examination, should be taken to tuition centers.*

Their experiences show that behind students' involvement in SEC; on the one hand, their own feeling of thinking own self weak in English motivates them to SEC. On the other hand, parents' thinking of their children weak in English engage learners to SEC. In this context, Summy shared:

> *When I passed SLC then I joined plus two at that time I was very poor in English and for that reason to learn grammatical rules and regulations*

*and to make my writing cohesive and coherent I studied specially tuition class from my plus two English teacher. If you talk about masters then I also took the class of phonetics and phonology because it was very difficult me to understand and for that purpose I joined tuition class also.*

His experience shows that due to his attitude of thinking himself weak in English he frequently took SEC. Therefore, it can be said that student's self-perception of thinking own-self weak in English compels him/her to take SEC.

In this context, Hari told:

*So, during that time there was DLE examination (district level examination). I was so scared during that time whether I will become pass or fail. That factor specially compelled me to take tuition class… Oh yeah, I remember you know I took my first tuition class in the lower secondary level. And then in SLC I took English subject three times.*

From his story, I come to know that due to his feeling of thinking himself weak in English and with the fear of being fail in examination he frequently took tuition. Moreover, due to his low self-confidence he took SEC three times in SLC.

By analyzing above discussed lived experienced of respondents, it is concluded that students are being engaged in SEC due to self-attitude of thinking won-self weak in English and due to parents' attitude of thinking their children weak in English on the basis of obtained marks in written examinations many students are being sent to SEC without considering their won-ability of learning.

**Exam-oriented Nature of Shadow English Class**

Students take SEC to increase their abilities in English so that they can do better in mainstream examinations. Most of the shadow classes have exam-oriented nature so that many learners are going to SEC to be pass or secure good marks in examinations or tests. In this matter, my respondent Lucky shared:

> *Definitely, because tutors are examination oriented. Students are also looking for to be provided with some possible questions which are likely to be asked in examinations. So, weak students go for tuition in order to get improved…tutor gives more techniques and strategies to the students even actually what happens due to that support they can do better in their examinations. So, there is high flow of students towards tuition classes.*

The above extract reveals that shadow English classes are examination oriented. So, many students want to practice model questions to secure good marks in examinations. Moreover, weak students go to SEC to enhance their abilities in English. In SEC tutor provides easy learning techniques and strategies with comprehensive understanding of subject matter. Therefore, to get tutorial support in learning being exam-oriented learners visit the shadow English classes. In this respect, another respondent Summy said:

> *Specially talking about me I have found a lot of changes. In my school level and other academic levels as well, I took tuition classes of English. In tuition I used to get a little bit more chances to study in which aspect I was weak. The learning of the content matter focusing exams helped me to secure good marks…you will get more chance you know! For asking questions to your teacher and understand more about the content matters. The another thing is that when you study tuition class then what*

*happens eh there will be high possibility of getting good marks in examinations.*

Analyzing his ideas, I conclude that in SEC learners get opportunities to learn where they are weak and tutor teaches most of the content which are very important in the respect of examinations. Moreover, they can interact with their tutor where they cannot understand. So, due to the exam-center teaching students engage themselves to SEC.

Similarly, Hari told:

*In tuition classes we can find quit a little bit different environment because every student is conscious and curious to learn something which is new, which is unique and we can say which is exam oriented. And teachers are you know much focused and specified in content in the context of college.*

He further shared:

*What happened you know, when we took the tuition classes especially our target is to get high score in the examination. I think this happen to each and every student, we took tuition classes when the exam nearly coming soon. It means two or three months before we took the tuition classes. You now, when I took tuition class our tuition tutor taught us very specific specially exam oriented questions were practiced more. And we were given chance to practice grammar related and free writing and other exam based writing too. Where we used to get immediate feedback too. For doing better in the comparison of the friends I used to*

*practice hard. Eh you know out of the five or ten questions he said yeah these are the sure questions. I am sure that this questions will be asked in your final examination.*

From his information, it can be concluded that in SEC students are much focused and curious towards exam-oriented learning. Teachers also teach being specified. Moreover, questions those are potential for exam are practiced a lot. Therefore, due to the exam- oriented nature of SEC students visit it.

In this context Ramu sahred: *The tutor often attempts to engage student practice a lot by selecting the questions those are probably to ask in the examination.*

By analyzing all respondents' lived experiences, it can be concluded that due to examination-oriented nature of SEC many students are being engaged in this system. In SEC tutors are teaching specifically focusing on the exam and if needed effective strategies and techniques are used by them to understand the learners. Moreover, in SEC students get proper opportunities to interact with teachers and learn where they are weak. Furthermore, due to exam-oriented nature learners will be curious and focus carefully in their study. Thus, due to exam-oriented nature of SEC all weak-talented students engage themselves in it.

**Rapport Building**

The term rapport means relationship between tutor and tutee. In the process of effective teaching and learning rapport plays vital role. Until there will be good rapport between teacher and students they cannot participate freely in teaching and learning activities. The rapport between tutor- tutees and among tutees functions as the spring-board to enhance their learning. My respondents said they joined SEC to build good rapport with tutor who has dual role: teacher at school and tutor at tuition.

In this respect, Ramu told:

> *Along with this, to build good rapport with the teacher who teaches in the mainstream class and tuition class. It also helps to overcome the discrimination between tuition taking student and not taking student. Most of the students are joining tuition class to address those difficult questions which are being thrown in the class by the teacher on the basis of in-depth tuition discussion.*

By his experience, it can be said that he engaged in SEC to build good rapport with his teacher cum tutor. According to his experience the rapport helps to minimize the discrimination between tuition taking and not taking students by some teachers. Moreover, most of them joined tuition to address those difficult questions which used to ask in regular class on the bases of in-depth discussion in tuition.

Similarly, Hari opined:

> *Next one is not the primary but the secondary benefit that is making friends and being familiar among the friends and being close with the teacher. And this rapport between teacher- student and student- teacher is easily possible in the tuition class. Therefore, there are a lots of chances of collaborative learning.*

According to Hari rapport between students- teacher and students- students is very crucial for participatory and collaborative learning.

In this regard Summy shared: *If you study in tuition class then you have good rapport with your teacher and social affiliation is good there. You know you will get more chance to talk with your teachers.*

Likewise Summy, Lucky said the same think that it is tuition that provides the chance for good rapport in the comparison to mainstream classes because will be less formality. Therefore, students can easily put their questions and interact with teachers.

In a nutshell, on the basis of afore illustrated lived experiences of respondents it can be concluded that SEC helps to build good rapport with the tutor and among students. It is SEC that provides students various opportunities of interactive learning being more open in the comparison of formal classes. Moreover, it also helps to overcome the discriminatory behavior by some teachers (who are teacher and tutor too).

**Strategic Differences in Shadow English Class**

There is a strong bond between effective teaching strategies and learners' engagement. Language learning strategies have long been associated with effective language learning (O'Malley & Chamot, 1987). It is language teaching strategy that helps to bring desired change in our learners. In this context, one of my participants Ramu shared:

> *The thing is that in the tuition classes the strategy is only that anyhow the student should remember the questions answers those are important for the examination that is the strategy of tuition class. The tutor often attempts to engage student practice a lot by selecting the questions those are probably to ask in the examination. But in our formal education system; what I found is that teacher comes and delivers subject through lecture method. Whether we are paying attention or not that is not the matter for many teachers. Mainstream teachers are full of strategic knowledge but cannot apply due to multiple problems like time duration, attitude of students, and motivation of both student and teacher and so on. But in the tuition class whatever being taught that should be learnt and it is fully product oriented.*

Here, he means to say that tuition classes are fully product oriented. Whatever being taught there that should be learnt by the leaners. Moreover, the tutor often attempts to engage his learners to practice with potential questions those are very important from examinations point of view. Therefore, now it is concluded that in the formal classes such kinds of practices are less due to multiple reasons like allocated time for a period, attitudes of students, and motivational aspects. So, many of the teachers come and deliver their content using lecture method and no attention towards students. In the mechanism of SEC the story is different, there is strategic change that makes the content more comprehensive and due to such kinds of strategic change in SEC many students are being engaged. In this respect, Hari said:

> *In the tuition classroom if you talk about the teachers' strategies, obviously I found different techniques. You know even the same teacher… this happens in my plus two level, she was mam she was appointed for my college her name was X Joshi and during that time you know, fee also nominal and the same teacher who taught me in the mainstream education means the morning classes and the same teacher who called us as the tuition class for the four pm… But in her regular class I found her so lazy. I do not know what factor demotivated her to teach in such a way but when I took the tuition classes the same teacher my goodness! I found her changed. She was so active and she checked our homework individually and daily. She used to check and correct every word by word and even I became sometimes wrong she encouraged me. She used to teach clearly and comprehensively doing individual treatment.*

As he said, teaching in shadow English is specific with individual treatment. The same teacher teaches changing his/her teaching strategy in shadow English classes to make teaching more comprehensible.

Likewise, Ramu further shared:

> *I found that some of the teachers are not teaching properly in their regular English class. But they perform magically comprehensive ways in the tuition class. As well as there is the tendency of some teachers to deal with very important questions in only tuition class.*

From their stories, it is clear that there is strategic change in maintain stream class and SEC. Some mainstream teachers (if the same teacher will be a tutor) deals with the most important questions in tuition class before dealing in mainstream class. Even, the same teacher teaches actively changing his/her teaching strategies to make teaching more comprehensive to the learners. Moreover, in SEC a tutor provides continuous feedback and individual treatment too.

Another respondent, Lucky told:

> *If you just talk about the strategy that we find at mainstream education, so the teachers are found to have not given any techniques you know strategies to the students. They become content oriented course oriented but they do not become exam oriented and they do not teach from examination point of view. But if you just talk about the students reading in tuition the tutor teaches being exam oriented. And gives more techniques and strategies to the students even actually what happens due to that support they can do better in their examination. And because of which there is high flow of the students towards the tuition class or shadow education.*

By analyzing his experience, I come to know that in SEC there can be found more strategy equipped teaching in the comparison of mainstream class. In SEC tutors are providing more time and learning strategies and techniques being exam-oriented, and doing better in mainstream examinations. Like Lucky Summy has the same experience.

In a nutshell, by analyzing above cited lived experiences of the participants, it can be concluded that there is the strategic difference in SEC due to that many students are being engaged in tutorial English classes. Shadow English classes are product oriented. Whatever being taught in SEC that should be learnt by the students. Tutor often engages his/her learners on questions those are crucial form exam point of view. Moreover, the same teacher teaches by changing hi/her strategies being active, more comprehensive, and provides continuous feedback on the basis of individual treatment of the learners. Therefore, strategic differences in SEC is also one of the reasons of students' engagement in shadow English education.

### 4.1.5 Role of Shadow English Class in Learning English

Students might have perceived different role of shadow education. It can help them to better remember the ideas or they can get very simplified input from those kinds of classes. Therefore, shadow English class supports the students to improve and sustain their learning as per their own pace and needs. So, there is the existence of shadow English classes in our context too. When supplementary tutoring helps students to understand and enjoy their mainstream lessons, it may be considered beneficial (De Silva, 1994b, as cited in Bray 2007). In this context, one of the participants Ramu shared:

> *After taking tuition, I experienced the various changes in me and my friends. For example, achievement of well content knowledge. Well exam oriented preparation, learning bye doing, proper management of free time and so on… there are a lot of benefits of taking shadow*

*English class. So, the first one is good memory power, the second one is the enrichment of retention habit with daily practice. Similarly, it truly helps to secure the good marks in the examination. It also helps to utilize the time because it helps to manage the time for the study.*

As he shared, tuition class helped him to get good content knowledge being exam oriented. Furthermore, tutorial classes helped him in memorization doing daily practice and it also helped to do product oriented learning.

In the following excerpt, Hari stated*:*

*You know! there is the vast differences between tuition taking students and not taking students. So, let me say that, first difference is in their writing. The students who are taking the tuition classes they are so expert in the comparison of tuition not taking students. They have some techniques or guidelines for how to write and how to secure the good marks. And another change is they build up their vocabulary in the comparison of tuition not taking students. Infect, when the students take tuition class they get high chance to interact, talk and to active participation with their colleague and teachers too. That automatically increase the self-confidence, self-motivation and reading competency and teacher motivates to the shy students as why you became silent let's speak. You know, they diagnose the students too.*

From their illustration, I come to know that the learners have impressive experiences in the context of their learning by shadow English classes. Through the shadow English class or private tutoring they received their content matter

very comprehensively, it helped them for exam oriented preparation and increased their self-confidence in mainstream class. Moreover, it became beneficial to utilize their free time in study. It also helped them in writing skills by making them aware in the writing techniques and guidelines being exam oriented. It is shadow English class that provided more time to be participated with friends and teacher. Which did not only strengthened their rapports as well as helped them to do co-operative and interactive learning. Here, even tutor's motivation to the shy one diagnose their performance level.

In nutshell, shadow English class helps the students develop the memory power through daily retention practices and revision practice of the lessons. It prepares students being examination oriented, so that they can secure good marks. In this sense it can make learning product oriented. Furthermore, learner can learn as per own pace and needs. The interesting fact is that the parents also will be more conscious on children's achievement due to their high investment in shadow English classes.

### 4.1.6 Prospective of Informants on Shadow English Class

This heading indicates the degree of match between expectation and gain from shadow English class. The well-known fact is that, if the learners get what they desired in the shadow class they will be satisfied otherwise their satisfaction level will be up and down on the basis of gain. Therefore, in this matter Summy uttered:

> *Yes, I am satisfied, because in tuition class I learnt especially tense you know! Tense, parts of speech, vocabularies, grammar and different writings like letters, vacancy writings, and creative story writing also… these things I had expected to learn and after joining I learnt the same things in the tuition class.*

Summy's experience shows that he is satisfied with shadow English classes because he got what he wanted from tutorial classes. It is to say that there is very positive support of shadow English classes in the respect of Summy's English language learning.

Unlike summy, Hari opined:

> *Eh, you know why I am saying I am partially satisfied in the sense that because I paid fee, I wasted time. If I get such a quality education in the mainstream education I could not have to spend my time. In such a case I am little bit disappointed for taking tuition classes.*

From Hari's narration, it can be said that he is not fully satisfied with shadow English classes because in the process of shadow English classes he spent his money and valuable time. So, if such a support will be in mainstream classes or if mainstream classes will be properly managed with strategic teaching and learning environment doing individual treatment then there will be no use of shadow Education.

Through the analysis of Summy's and Hari's experiences, it can be revealed that the satisfaction level of learners differ as per their achievement. In Summy's case he got whatever he wanted but in Hari's case though he learnt and achieved good marks as per the intention but he considers about the extra time, money and effort which he used for the shadow classes.

He further said:

> *When I was taking English tuition for SLC I met my expectations. When I was taking the tuition classes for the masters' level I was not satisfied because my expectation was so high. I think my teacher taught me so broadly, he taught me each and everything but he taught me how to pass*

*the exam rather to adopt or expansion the horizon of my knowledge. So, in school level and bachelor level its fine I met my aspirations but in the masters level my expectation may be high. So, I was not satisfied fully.*

Here, Hari is satisfied in school level and bachelor level but in masters' level the whole story differs because he was taught being exam-oriented. Thus, later on he came to face bitter aspects and limitations of the shadow English class. Providing similar experiences Lucky uttered:

*Somehow satisfied. I was satisfied but slowly and gradually when I started understanding the necessity and the important of in-depth knowledge I did not like then I started having my self-study. And from my self-study I went into the depth of knowledge where I have to be and I got improved.*

He found shadow English class little bit useful but now he is not satisfied fully. In his school level, plus two level, and bachelor level he took tuition classes and satisfied too. In master's level he understood the necessity and importance of in-depth knowledge. So, he started self-study to enrich his in-depth knowledge.

Similarly, Ramu told:

*Yes, I was satisfied after taking tuition class, because the thing I will not learn in the mainstream education I got those things from tuition class… what I found is that to enhance all skills and aspects the shadow English class cannot work fully because it rarely deals with the critical analysis*

*aspects, but in terms of memorization, reading and writing the tuition can work well.*

By his experience, it can be said that shadow English classes are use full in the matter of memorization, reading and writing but in the context of critical analysis ability it cannot help the learners effectively.

From the expressions extracted above, I conclude that the satisfaction level differs as per the degree of achievement of the students. It is to say that everything has its dark side as well but the crucial point is; how we deal with that aspect. Therefore, in the process of shadow English tutoring from nursery to upper level my respondents are being supported by shadow classes. Therefore, it can be said that more or less they are satisfied with the shadow English classes. And it is also realized that there is the need of improvement in the mainstream class at first so that there will not be the need of shadow classes. If not then there should be the required improvement and improvisation in the shadow English education mechanism.

# CHAPTER FIVE
# FINDINGS, CONCLUSION AND RECOMMENDATIONS

After the analysis and interpretation of results I have presented findings, conclusion, and recommendations in this chapter.

## 5.1 Findings

This study was intended to explore the practice of shadow education in English and to explore the reasons behind students' engagement in shadow English class and it was also aimed to suggest some pedagogical implications. After analyzing and evaluating the data collected through interviews the major findings have been cited below:-

- The respondents had long experience of taking the shadow English classes from school level to master's level and from their narratives it is found that there is the long rooted practice of shadow education in the form of shadow English class.
- The participants of the study realized the vital role of shadow education in learning English because SEC helped them to learn as per their own pace and needs. Moreover, SEC develops the memory power through daily retention practices and revision practices being exam-oriented that will support them to secure good marks in mainstream tests too.
- In the respect of practice of SEC, I found behavioral engagement, emotional engagement, cognitive engagement, social engagement, and cultural engagement of the learners.
- They had been enrolled in shadow English classes to improve their English and to get accomplished course of study for securing good marks in the examination and in some cases due to unavailability of good English teacher.
- There are various factors to motivate them for shadow education like: T-Culture, need of tutorial class in English, habitual long term engagement

of shadow English classes, individual treatment as per their pace and needs, more learners' participation than the formal class, motivation due to extra tutorial fee and tutorial gains.

- It was found that reasons such as prevailing T- culture in the society, learner's attitude of thinking own-self weak in English and parents' attitude of thinking their children weak in English, examination-oriented nature of shadow English class, the rapport between teacher-students and students-students, and strategic difference in SEC are the major reasons behind students' engagement in shadow English education.

- It was also found that the learners have impressive exam- oriented experience of learning through shadow English class. It helped them to receive content matter comprehensively with exam oriented strategies and skills and it also enhanced their self-confidence level in regular classes.
- The lived experiences of the participants reflected that shadow English classes strengthened their rapport with teacher and students that facilitated them for interactive and participated learning. Moreover, it also helped to support shy students for active performance.
- Most of my respondents suggested that the over dependency on shadow classes is not good. Mushrooming trend of tuition culture hampers the creativity and overall learning ability of the learners. Through Luck's and Ramu's experience, it is clear that students overlook the formal class thinking that whatever being escaped in the mainstream class will be fulfilled in the shadow English class. Therefore, to improve the mechanism of shadow English class there should be the proper implementation of existed policies and provisions. Furthermore, to control mushrooming tuition centers with commercialization purpose there should be proper qualification and requirements (like license and experience to be a tutor), and perfect monitoring system.

## 5.2 Conclusion

Practice of shadow education is prevailed in our society. However, it is a newly emerged area of research in our context. Principally, I studied on engagement of English language learners' to the shadow English classes and the reasons or motivational aspects behind such engagement.

The stories of the participants revealed that they are interested in shadow English classes to enhance their abilities in English. They have been taking tuition classes in all levels to do better in examinations. Therefore, Shadow English class is taken as the supportive for securing good marks in mainstream examinations because it helps to accomplish the course being exam oriented and concerning individual pace and level of learning. In this sense, shadow education is supportive to the mainstream education. I found different forms of students' engagement in SEC, like behavioral, emotional, cognitive, social, and cultural engagement. The lived experiences of participants' showed that they were motivated towards the shadow English classes due to many reasons: T-culture, exam oriented nature of SEC, strategic differences in SEC, attitude of thinking weak In English, rapport between teacher-students and among the students, and no formal compulsion of the class as in mainstream sector. Therefore, most of the students are being engaged in the mechanism of shadow English class in the form of home tuition, coaching, residential teaching and tutorial classes provided by the tuition centers.

Their narratives argue that in shadow English class students easily make rapport with their teacher and friends; that triggers their confidence level for interactive and participated learning in tutorial class. Moreover, same confidence and learning skills work in the mainstream class. In the same way, individual treatment in shadow English class helps to overcome the shyness and nervousness of learners' in the process of learning through interaction and participation in the formal class. This study did not claim that in all cases shadow classes are helpful. However, the study found that shadow English

class can provide the environment and required techniques and strategies for learning the content which students cannot learn in formal class due to the weakness of mainstream classes. My respondents' lived experiences also indicated that over dependency on the shadow English class makes the learners habitual; that can hamper the creativity and self-dependency of the learners. Similarly, the study suggested that there is the need of effective provisions and policy regarding monitoring and controlling the system and mushrooming trend of shadow English classes respectively.

In the process of doing this study, at the beginning I thought it could be easy to conduct the research because this is partly related to my own interests and experience as the shadow English class taking student as well as tutor. However, in the process of finding learners' motivational factors and engagement styles in shadow English classes became challenging task for me. I came up with certain kinds of reasons those motivated respondents to shadow English classes and due to those motivations learners engaged themselves in shadow English classes. I found various kinds of students' engagements in shadow English classes like behavioral engagement, cognitive engagement and so on. Even, I found some challenges of shadow English classes that sometimes negatively impacts on the mainstream classes of English. Therefore, selection of the problem related to shadow education and doing literature review, pointing out the existing gap, analyzing collected data, and doing thematic analysis to find out findings were more challenging tasks throughout the entire study.

Though, such challenges were in front of me, I made good rapport with my respondents and tried my best to collect the valuable data according my objectives that could accurately answer my research questions. In the process of the research, I also considered the comfort and confidentiality of the participants. Along with this, I followed the ethics of narrative inquiry and analyzed carefully the thoughts of my respondents while taking their lived

experiences. The analysis of their experiences and thoughts helped me to trace out the findings of my study.

## 5.3 Recommendations

On the basis of findings and conclusion of the study, some recommendations related to policy, practice and further research levels have been made here:

### 5.3.1 Policy Related

On the basis of findings of the study, the following policy level recommendations have been made:

a) The study shows that to be a teacher in mainstream education there are certain policies on the basis of that there will be the need of certain kinds of qualification, requirement of license and experiences. But to be a tutor there is not any kinds of requirement like in mainstream education. Therefore, government should make certain policies and criteria to be a tutor.
b) The study further recommends that the engagement of learners' in shadow English class is being provided more priority than the mainstream class. Therefore, the policy makers and practitioner need to concern and work on the weakness of mainstream education by making strong policy on it.
c) Similarly, the study shows shadow education class is taken as the alternative to the mainstream class by the students who are engaged in SEC. Therefore, this perception should be changed by the ELT practitioners by making regular classes more effective.
d) Likewise, shadow English class plays significant role in learning. However, over dependency in it hampers the originality, creativity and self-study ability of the learners. Thus, parents and respective administrative body should consider on students' creativity while providing shadow English class in its various forms.

e) In the same way, one of the reasons behind engaging in shadow English class is income aspect from the salary of the teacher. Thus, the salary of the teacher should be sufficient for their livelihood and provided as per the determined scale. Moreover, the government should make teaching sector full of facility like other PSC sectors. So that, the extra tutoring fee and commercialization in the name of tuition can be controlled.
f) Along with this, the participants' experiences revealed the classroom discrimination between tuition taking students and not taking students in the case of same teacher performing as a tutor. That's why, first of all content should be taught effectively and completely in the mainstream class. If there will be the need of shadow English class then respective school or college should provide classes enforcing the evenhanded and student friendly policy with its proper implementation guidelines.

### 5.3.2 Practice Related

Practice related recommendations can be cited as follows:

a) The findings of the study show that the practice of shadow English classes is elevated highly. So , if there will be proper classroom teaching by modifying the traditional dry –teaching style with effective and innovative methodologies and strategies then there will not be need of shadow English class.
b) Similarly, it is recommended to the parents and shadow English class providers that before providing shadow class the learner's needs and ability should be considered because if one is able to learn through self- study and self- oriented learning then there will not be use of shadow English class.
c) It is also recommended to the school or college administration and teachers that the whole course should be completed in time and the rapport between learners and student- teacher should be strengthened. So that, there will be better chances for participatory

and interactive plus collaborative learning in mainstream class and there will not be the need of shadow English class.

### 5.3.3 Further Research Related

The well-known fact is that, every research has its own findings as per its preset objectives. So, there is no research work which is complete and final in itself. As far as my research is concerned, it was limited in exploring the practice of shadow education in English and exploring the reasons behind students' engagement in shadow education with some pedagogical implications. Thus, further research works can be conducted in this area. Some of them can be cited bellow:

a) Researchers can also conduct the research on major reasons of the effectiveness of shadow education in English.
b) Another research can be conducted on the weakness in mainstream education in the respect of applied strategies and practices.
c) I used narrative inquiry research design, the new researcher can study the same issue by the use of other designs too.
d) Further research can be carried out on parents' and teachers' perceptions on shadow English education.
e) The new research work can be conducted on the role of shadow English class in open education classes in Kathmandu valley.
f) Further research can be conducted on perspectives and experiences of the students' towards shadow education.

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## APPENDIX A

## Consent Form

Dear informant,

I would like to invite you to take part as one of the respondents in my research entitled **English Language Learners' Motivation to and Engagement in Shadow Education** under the supervision of Mr. Guru Prasad Poudel, Teaching Assistant, Department of English Education, T.U. Kirtipur, Kathmandu. The purpose of my research is to explore the practice, reasons and pedagogical implications in the respect of shadow English class. The expected duration of your participation will be two hours. The research tool mainly will be the interview. Please let me know if you agree to participate in it. Your participation will not only help me in my work but it would definitely enrich my data and result.

Please inform me of your decision and hopefully your consent by responding.
See you soon,

Researcher
Surendra Singh Dhami.
M.Ed. 4th Semester
University Campus, Kirtipur, Kathmandu, Nepal.

Note:

- There will not be certain risk & discomfort associated with this research.
- The information you provide for the purpose of this research is confidential for both interview & your reflection writing.
- Interview will be recorded.
- I hope you will not leave yourself from process at any stage.

Signature……..
Name……..
Date…….

## APPENDIX B

## DISCUSSION GUIDELINES

This very interview guideline has been prepared to collect information for the research work entitled, **'English Language Learners' Motivation to and Engagement on Shadow Education'**, under the supervision of Mr. Guru Prasad Poudel, Department of English Education, T.U., Kirtipur, Kathmandu, Nepal. I do hope the informants will co-operate by providing invaluable information to accomplish my research study.

**Questions**

**A. Background information of the respondents**

i) Introduction

ii) Family structure, qualification and involvement.

**B. Educational Stories of the informants**

i) First time experience of taking tuition class.

ii) Reasons for joining tuition.

iii) Motivational factors towards coaching.

iv) Existing status of tuition class in the society.

v) Tuition culture and its effects on the students.

**C. Informants engagement in shadow English class**

i) Participants' current engagement.

ii) Role of culture in shadow English class.

iii) Satisfaction level of students' on shadow English classes.

iv) Demand of participants' towards shadow English class.

**D. Motivation towards the shadow English class**

i) Motivational aspects to ignore regular English class.

ii) Strategic difference between mainstream and shadow English class.

**E. Benefits of shadow Education**

i) Existing changes in tuition taking students.

ii) The benefits of shadow English class.

iii) Choice of private tutoring in the context of exam.

iv) Participants' suggestions to improve the effectiveness of regular English class.

**F. Reasons behind enrolling in shadow Education**

i) Reasons behind shadow English class.

ii) Liability for enrolment in shadow English class.

iii) Participants' logic behind the attraction of tuition centers.

**G. Satisfaction of informants on shadow English class**

i) Output of shadow English class.

ii) Gap between students' expectations and effectiveness of tuition.

iii) Family, society and stakeholders' perception towards the status of tuition class.

iv) Enhancement overall learning of the learners by extra-tutoring class.

**APPENDIX C**

**Sample of Transcribed interview**

**(Ramu Kumar Yadev)**

## A. Background information of the respondent

Researcher: Good afternoon sir!!!

Respondent: Good afternoon Surendra jee!

Researcher: What's going on nowadays?

Respondent: I am preparing for PSC (Public Service commission)…

Researcher: Great!!! In the process of master degree I am doing thesis and my topic is 'English Language Learners' Motivation to and Engagement in Shadow Education' so, taking your interview in order to collect your experiences related to my topic. I hope you will co-operate!

Respondent: yeah, sounds well! You are doing research in this topic; I like it. Sure, I will cooperate. Whatever questions will come I will try to answer as per my experience.

Researcher: Thank you. Then let's proceed… please introduce yourself.

Respondent: I am Ramu Kumar Yadev. I have studied master's degree from TU. And I have recently defended my thesis and I am from Mahottari.

Researcher: Your family background please?

Respondent: Yeah, I belong to middle class family. I am the youngest son of my parents. I have three brothers and sisters. There are altogether five members in my family. All my brothers and sisters are educated. My father literate but my mother is uneducated.

Researcher: What is your parent's profession?

Respondent: Oh yeah, My father works in school and mother is a house wife.

## B. Educational Stories of the informant

Researcher: Ok Ramu jee, can you remember when did you join your first tuition class?

Respondent: Yeah! I can remember. In the early stage of my school life I were in two- class and my parents sent me to the tuition class, science then I joined tuition.

Researcher: Why did you go to join the tuition class?

Respondent: Actually, my parents sent me there because I was a weak student at that time. And my friends were going to take the tuition classes too. And there was the culture of taking tuition classes too. That's why I went there to take tuition?

Researcher: Tuition Culture? Which type of culture? Can you clarify that?

Respondent: Of course yes! Eh so, members of my society and their children you know! Taking English tuition classes so there will be the improvement in their study in this respect most of the children were being sent to the tuition observing others too. But my case was different due to my weakness I wanted to be improved in English subject so I joined…

Researcher: To be fact, what motivated you towards the tuition or coaching?

Respondent: yes, at that time what motivates actually wanted to be high scorer in my class and I wanted to improve myself in my study as the good student. So, this kinds of feeling…

Researcher: Did you frequently take tuition from the primary level to master's degree?

Respondent: Yes of course, I frequently took tuition and I passed the classes too. Especially I used to take tuition of English and mathematics.

Researcher: Do you think if you did not take tuition you might have not achieved your current status?

Respondent: Yes! I am pretty sure about that and I give emphasis on that the thing that you said, right now I am in that status it is because of those tuition classes, I took from my early childhood classes up to now. In this way tuition became like the boon to enhance my capacity.

Researcher: Ramu jee, recently you told that there were the tuition culture. What do you think about the discouraging tuition taking culture or do you think that it should not be discouraged?

Respondent: I think it is good to take tuition classes but looking on the present scenario of mainstream education system, we should not you know, give preference to continue the same traditional tuition taking trend. I think this tuition culture should be discouraged. That is because the government is paying good salary I think and something should be improved in the mainstream system then the situation will be improved I think.

Researcher: As being a good achiever of tuition trend. Why do you think it should be discouraged sir?

Respondent: Good question. Tuition helped me that's why I said taking tuition helps to improve but in my tuition classes I only learned how to memorize the questions' answers and retention of readymade answers dictated by my tutor. No other extra-curricular activities and no creativity at all. Whatever I learnt is the thing that is needed in my examination. In our governmental schools we can find many more facilities but the situation should be improved then the automatically the culture will be changed. The students will not go for the tuition classes.

## (C) Informant's engagement in shadow English class

Researcher: Ok! Ramu jee do you work anywhere?

Respondent: I work in X High School.

Researcher: Do you think your Salary is enough for your livelihood?

Respondent: No I do not think so.

Researcher: Why?

Respondent: Actually talking sincerely, I am not pretty happy with the salary. Because it does not help me to fulfill daily activities because I have to spend fifteen thousand in room rent and other things here in Kathmandu and cannot save the money from that much salary…

Researcher: Are you also providing the English tuition classes to your Students?

Respondent: yes, I am providing the tuition classes.

Researcher: Why? Is not is little bit odd? You know that tuition culture is not good. And on the other hand you recently told me this types of culture should be improved. On the other hand, you are engaged in tuition. May I ask, what is the cause behind that?

Respondent: … All students of the class are not getting the opportunities and much more time so they demand for extra class as the tuition… If there will be extension of time then we can manage main stream classes very well I think.

Researcher: what is the role of culture in shadow English class?

Respondent: Obviously, there is the great role of culture in learning. You know, culture and language are interrelated terms and one will be in complete in the absence of other. What happens in our formal class we have to speak in Nepali or English. In our tuition class we can share our ideas using our local languages. When I used to read in school level I took tuition from the tutor of our community who used to make some specific meaning of words clear using our own cultural examples that made my comprehension quick and easy.

Researcher: What do you think about the government's policy on the tuition centers? In order to teach in any government school there will be the requirement of license, well experience in the respective field and so on. But for the tuition there is not such type of strict provisions. Therefore, there is common tendency of thinking that anybody can be the tutor. What is your view?

Respondent: Actually, the thing is that, the government is lacking some of the strong provisions and policies regarding providing the tuition classes. Those educated people who do not have any work to do; they made the tuition class as the business for making money. Whether they are working honestly or not it is not matter but they are involving for earning money. I think it is not good for the students because if you are not efficient and poor to provide tuition class then how can the students improve themselves? So, this is the problem I think. So, for that I think the government should make strong policy regarding who can provide tuition classes and what will be the criteria for tuition?

Researcher: How did you involve in shadow English classes?

Respondent: Honestly saying, to get involved myself in study I involved in tuition. And other reason is we could ask many questions that we did not know in the tuition class in the comparison of our regular classes of school or colleges. One after another I took many tuition classes in my school life. And

even up to higher level it became my necessity to do better in examination. This way I involved in tuition classes.

## (D) Motivation towards the shadow English Class

Researcher: What is the current status and practice of the shadow education in your scenario?

Respondent: Yes Surendra jee, I can find in my locality there is the culture of taking tuition classes. All the children are encouraged towards tuition classes and …eh… the number of the students in tuition classes and coaching centers being increased day by day. Tuition has both positive and negative impact in the mainstream education. What I observe is that the student reads the particular chapter in the tuition class. If the same chapter is going on the regular class then they do not pay attention on that chapter thinking that we have already learnt. On the other hand, if the new chapter is going on in the formal education system student may think that why do we pay attention here let's enjoy with our friends. We will do that in our tuition center. Why to bother? So, thinking these things students ignore the regular English classes.

Researcher: How was your motivational level from the school to college in the respect to regular mainstream class and English tuition class?

Respondent: Yeah honestly, I was highly motivated there at the time of taking tuition. What happened actually, I used to be well confident about the subject matter that I learnt from the tuition class. I used to memorize all questions' answers. In the tuition class I did not feel high because I had to memorize and learn all matters in there; if not then I had to face the punishment form my tutor. So, there my confidence level was not so high but when I used to go to take the regular classes of school and collage my confidence used to be high due to previous learning in tuition. So, I was motivated towards the tuition class to do my best in regular class.

Researcher: Did you find any strategic difference between mainstream class and shadow English class?

Respondent: yeah there are many differences between formal education system and shadow English class. The thing is that in the tuition classes the strategy is only that anyhow the student should remember the questions answers those are important for the examination that is the strategy of tuition class. The tutor often attempts to engage student practice a lot by selecting the questions those are probably to ask in the examination. But in our formal education system; what I found is that teacher comes and delivers subject through lecture method.

Whether we are paying attention or not that is not the matter for many teachers. Mainstream teachers are full of strategic knowledge but cannot apply due to multiple problems like time duration, attitude of students, and motivation of both student and teacher and so on. But in the tuition class whatever being taught that should be learnt and it is fully product oriented.

## (E) Benefits of shadow education

Researcher: After taking tuition what kinds of change did you notice in you and your students?

Respondent: After taking tuition I noticed the various changes in me and my students. For example, achievement of well content knowledge. Well exam oriented preparation, learning bye doing, proper management of free time and so on. But I also noticed there was not proper creativity and comprehension and proper chance for intuitive learning. I could easily answer the practice based questions but could not address the cross questions and critical power also not good. So, it can be the weak point of tuition I think.

Researcher: What are the benefits of shadow English class?

Respondent: Yes, there are a lot of benefits of taking shadow English class. So, the first one is good memory power, the second one is the enrichment of retention habit with daily practice. Similarly, practice on tests centered items truly helps us to secure good marks in examinations right? You can became the first student or second student of your class. It also helps to utilize the time because it helps to manage the time for the study. Along with this, it helps to build the good rapport between student and teacher. It provides product oriented learning. And tuition makes parents more conscious and responsible towards the children's learning due to the high investment and so on.

Research: In this respect, do you think taking tuition class mandatory to secure good scores in the examination?

Respondent: yeah, in this matter what I think, taking tuition class is good to score high marks in the exam. But now, I feel that if the same practice is done in the mainstream classes if they are given more time for practice and the proper opportunities are given to them in the mainstream class too then tuition will not be mandatory. If the regular classes will be well managed, proper attention is paid to the students' learning then there will not be the need of shadow English class.

## (F) Reasons behind enrolling in shadow Education

Researcher: What are the reasons of joining tuition class in your context?

Respondent: There are various reasons for taking tuition classes. The first one is you know, try to follow the culture of our friends. They are going to tuition classes that's why we encouraged to join tuition classes, means learning with friends… The second one is students think themselves weak, 'I am weak that's why I need to take tuition classes'. And parents or guardians they also suggest their children to take tuition classes saying you are weak when there comes letter from school that your children is weak in English and they think that no he/she cannot do anything here in school so he/she should go to tuition classes. So, the parents make them compulsory to join tuition classes. The third reason is parents because if they know the child is weak in English then they manage the compulsory tuition class. Likewise, the forth reason is time. If learners join tuition then parents will be free for few hours' duty. Along with this, to build good rapport with the teacher who teaches in the mainstream class and tuition class. It also helps to overcome the discrimination between tuition taking student and not taking student. Most of the students are joining tuition class to address those difficult questions which are being thrown in the class by the teacher on the basis of in depth tuition discussion. I have also noticed that taking tuition helps to know about the trick and learning style and extra important information that a teacher cannot discuss in the formal class due to the limit of time. I found that some of the teachers are not teaching properly in their regular English class. But they perform magically comprehensive ways in the tuition class. As well as there is the tendency of some teachers to deal with very important questions in only tuition class. Therefore, due to these reasons generally students join the shadow English class.

## (G) Satisfaction of informant on shadow English class

Researcher: Did you satisfy after taking tuition class?

Respondent: Yes, I was satisfied after taking tuition class, because the thing I will not learn in the mainstream education I got those things from tuition class.

Researcher: Ok, did you find any match between learners' expectations and effectiveness of the tuition class?

Respondent: Of course yes, in my context it worked. What I expected that time was I wanted to be high scorer and comparatively better than my friends and due to tuition I got that position too.

Researcher: In the respect of your family and society how do they perceive the status of tuition centers and tuition taking student?

Respondent: Parents and society perceive the tuition and tuition centers as the means to make their children's future bright. Here, the good will of institute also plays vital role if the institute is famous then they think it as the quality builder. So they send their children to the centers for the better learning. On the other side, the society perceives the tuition taking student as the studious one. Tuition sending parents are perceived by the society as the doting parents and fully aware about the quality education. The tuition taking students are thought to be more time utilizer and studious from my society.

Researcher: Do you think that the shadow English class really enhances the overall skills of the learners?

Respondent: Really, what I found is that to enhance all skills and aspects the shadow English class cannot works fully because it rarely deals with the critical analysis aspects. But in terms of memorization, reading and writing the tuition can work well. As the tuition is not compulsory so students can read freely thinking that in any time if they do not like the way of teaching they can leave it. But with the mainstream education it is not possible.

Researcher: (Smiling) Thank You Ramu jee! Providing me your valuable time.

Respondent: My pleasure!!!!