PERCEPTIONS OF SECONDARY LEVEL STUDENTS AND TEACHERS TAKING PRIVATE TUTORING IN ENGLISH ONLINE IN BANGLADESH

By

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the requirements for the degree of
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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I/We have acknowledged all main sources of help.

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Approval

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Abstract

COVID-19 situation gave the world quite a drastic change. Even in the education sector, some serious problems have risen, as the method of teaching has changed its direction and shifted to online platforms. Along with online learning, tutoring via online platforms has become popular during this pandemic. Tutoring of English is also a part of such online learning. This study is an effort to understand the perceptions of those who are involved in online private tutoring in English (PTE), in an ESOL context such as Bangladesh. The study further investigates the challenges secondary level teachers and students face through PTE. This study employed a qualitative multiple case study approach where the researcher interviewed five students and three teachers of seven schools inside Dhaka. The major findings of this study revealed some positive perceptions due to the usefulness and the convenience of online platforms such as Zoom, Google Meet, Facebook. While, there were some problems the participant faced problems of internet connectivity, lack of concentration, disturbance from the surrounding, and some device-related issues. The outcomes will help the teachers to think about how to improve PTE on their parts, while students will be able to work on their shortcomings. The present study is significant in terms of private tutoring in English using modern technology in a developing country such as Bangladesh where technological infrastructure is not much advanced.

Keywords: Online tutoring, Private tutoring, PTE, Secondary level, Perceptions, Challenges, Students, Teachers, Zoom, Google meet.

Dedication

To myself: you made it. Everything will happen that needs to happen.

Acknowledgment

First and foremost, I am thankful that Allah gave me everything I can ever wish for. After that, I would like to appreciate my parents and my brother and sister who supported me in my whole journey unconditionally. I would also like to thank all my friends who cheered me and were beside me this whole journey.

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List of Acronyms

PT   Private Tutoring

PTE   Private Tutoring in English

ESOL   English for Speakers of Other Languages

EFL   English as a Foreign Language

Chapter ONE

INTRODUCTION

1.1 Background of the Study

Over the last few decades, educational theories have evolved and changed. Alongside traditional schooling, in the last few decades, rapid growth occurs to an equivalent approach that lets people gain knowledge and skill to consolidate learning and prepare for the next steps (Bray, 2013). This parallel approach of mainstream education, which is the private tutoring sector, has been growing in numerous nations, to such an extent that it tends to be viewed as the third arising education sector beside the public and private school sectors (Dang & Rogers, 2008). Substantial private tutoring sector is found diversely in various countries like Romania, Singapore, the United Kingdom, the United States, Morocco, Kenya, Japan, Cambodia (Dang & Rogers, 2008). Various survey has evidence of the prevalence of tutoring around 23 developed and developing countries where almost 25-90 percent of students receive private tutoring (Dang & Rogers, 2008).

This extra help from private tutoring outside of school can sometimes draw a line between financially stable students and those who are not. In Cambodia, the law of Education states that children shall have public education without any charge for nine years (Ayres, 2000) also the Code on Teachers' Professional Ethics Teacher Teachers are not allowed to charge fees or conduct a business in the classroom, according to the code of ethics (Ayres, 2000). According to Bray (1999), private tutoring has even been banned numerous times in Mauritius, Korea, Cambodia, and Myanmar as it may aggravate social inequalities and derange the education system. This shows that private tutoring will have mixed reactions, as some governments will actively regulate it while others will disregard it. In other countries like in Asia, especially in Japan and South Korea, here, tutoring has settled as a vital element in the lives of young people

and their families (Hamisch, 1994; Marimuthu et al, 1991; Zeng, 1999). Moreover, even in Hong Kong, the presence of private supplementary tutoring is easily noticeable through different company advertisements on various transports, in shopping malls, magazines, and in newspapers (Kwo & Bray, 2011). Along with that, there is also evidence of the high existence and prevalence of private tutoring practices in Korea and has been identified as the most extreme (Byun, 2010). In addition, such tutoring lessons are found to increase exam scores in India, average enrollment rates in Israel, the quality of institutions in which students can get admitted in Japan, both SAT and ACT scores (except for ACT reading scores), and academic performance for students in the United States, and Vietnam (Richards & Islam, 2018).

Additionally, the implementation of private tutoring has now become a traditional feature of the world. The culture of private tutoring in Asia is not any different. Students in Asia also use this private tutoring as a subsidiary tool to attain good results in examinations. Academics are somewhat concerned about the rapid growth of this phenomenon especially in the eastern part of Asia (Dawson, 2010). Students of Asian countries take private tutoring sessions for various subjects like Mathematics, Biology, Physics, Chemistry, and many more. Moreover, to have good grades in English subjects, students also take private lessons for English apart from the lesson given in their schools (Cheng, 2012). Private tutoring has grown vastly in popularity in recent decades. This specific phenomenon consumes a lot of money and takes a vast amount of time both from the teachers and students. However, it is seen that very few policymakers have adequate data on private tutoring and the involvement of tutoring in the education system as a whole (UNESCO, 2007).

Moreover, in terms of private tuition, we can detect an Asian hegemony. East Asian countries like China, Japan, Korea are very conscious regarding their societal and economical positions, which as a result pushes them to choose private tutoring as a way of helping to get upfront (Bray & Kobakhidze, 2014). We can even see some competition between different teachers to

get extra remuneration which inspires them to be more involved in supplementary private tutoring than in mainstream schooling (Nath, 2008; Sujatha & Rani, 2011) in South Asian countries like Bangladesh, Sri Lanka, India and Pakistan (Bray & Lykins, 2012).

1.2 Private Tutoring through the Online Platform

In recent years, tutoring using online platforms has grown in importance with top universities being sponsored in some cases. It is gaining popularity due to the combination of accessibility, compelling content, and the lack of restrictions to attend. However, it has not truly succeeded, since the low levels of students' retention rate (Gagliano, 2017). The majority of studies on online tutoring are focused on technology features or implementation examples, rather than a more in-depth look at the learners' engagement and retention. Hence, commitment to online tutoring is very much important. Moreover, the purpose of the online tutoring program is to bridge the gap between students' academic performance and the learning opportunities for both urban and rural schools (Kao & Chou, 2018). In addition, this e-learning platform provides face-to-face interaction which allows the learners to practice their skills more communicatively. It also allows having communication among students and between the teachers and students as well (Hampel & Hauck, 2004).

In addition, the foremost role of an online tutor is to be the educational facilitator to contribute to the learners' knowledge as a specialist (Ryan, Scott, Freeman, & Patel, 2000). In this regard, Lentell (2003) states that tutors tend to guide the students to facilitate their learning so that they can gather more understanding and knowledge. Thus, tutors of the online platform need to ensure that the students are understanding the subject and will provide academic support accordingly.

Along with the growth of online education, however, there is a major drawback of this system which concentrates the rural and some deprived urban areas (Fami, 2020). It was found from

some studies that both teachers and students of such territories seem to be facing a lack of internet access, lack of advanced technological gadgets, limited technical assistance, and financial scarcity (Tabassum, Mannan, Parvej & Ahmed, 2021). It was also noticed that through the help of social media the best possible education could be offered instead of face-to-face learning. Additionally, platforms like Facebook, Google meet, Google classroom, Zoom were some of the mediums through which teachers could communicate with the students (Fami, 2020). However, as most of the rural area people were at a disadvantage in terms of gadgets like smartphones and laptops or tabs hence, they were unable to be part of this online education system let alone take any online tutoring classes.

1.3 Prevalence of Private Tutoring in English in Bangladesh

According to Mahmud and Bray (2017), it is seen that in most Bangladeshi schools there are no creative or effective communicative ways through which students can practice English in a more detailed process. However, some schools have paved ways for their students to learn English in more communicative and creative ways through literature books, but it can be seen in most urban-based schools and colleges before the rural ones. As a result, when students step into middle school for board exams, oftentimes they feel pressured to ace the exams instead of learning and gaining information for a long period. They furthermore show us in their study that how much pressure to score an A-plus in an examination becomes a priority to the point where learning a second language does not become the issue, rather scoring is the most important factor. This study also shows that private tutoring becomes a compulsory chore for the students to participate to finish 'Model Tests' from guide books instead of understanding grammar more intricately (Mahmud & Bray, 2007).

Such a demand for private tutoring has mainly increased because parents' have a more advanced level of educational status than before (Nath, 2007). As the parents are being more educated and becoming more aware of its importance hence, they are pushing their children to

get more educated with the help of extra help which they get from the private tutoring. Different studies on the factors behind the popularity of private tutoring found that there was insufficient public investment in education. This action furthermore leads to lacking while learning in school and as a result, the students are forced to take help from private tutoring to ensure the fulfillment of the gap and good grades (Hamid, Sussex, & Khan, 2009).

Students are most weak in English because of insignificant learning in school, which makes private tutoring in English more crucial for the students (Bray, 2010). Also, because English is a global language and everyone wants to be proficient in it, hence, admiration of learning English better through supplementary education is increasing rapidly both in developed and developing countries. Even in Bangladesh, which is a developing country, the scenario is quite similar. It is seen that in board exams which are very important in Bangladesh, students along with other subjects fall behind in English to score a result. In this regard, Habib and Adhikary (2018) state that, in the SSC exam, due to students' poor performance in English and Mathematics, the passing rate has fallen drastically. Even after the SSC examination of 2017, from Gumti education board chairman it was found that around 14 percent of students failed in English while 19 percent failed in Mathematics. This poor performance, affected badly on the overall pass rates (Habib, 2017). This phenomenon indicates if students were able to obtain good marks in English, this will indicate they are indeed proficient in English and their results will rise as well. Thus, students and parents know the value and importance of learning English as this is a part of their success in the study also in future works. For this reason, they are more inclined to get private tutoring in English as they need to do better and through the supplementary help, they can do it.

1.4 Statement of the Problem

Face-to-face education or the mainstream education system has always been the conventional way to get an education. The teachers will teach the students in school and the student will take

a lesson from it. However, the scenario we know is a little bit different. In this scenario, most students are inclined towards getting private tutoring along with the teaching from school. Dawson (2010), stated that this phenomenon of involvement in private tutoring is growing rapidly especially in the eastern part of Asia. Even in Bangladesh, we can see the same structure among students as they are profoundly inclined towards taking private tutoring as they can achieve good marks with the help of it. According to Mustary (2019), students are seen to be coached for every subject, which means that more than one private tutor is involved. Along with private tutoring which takes place another platform for tutoring has recently become more popular among the teachers and students, which is the online platform. This online platform for tutoring offers learners more opportunities more conveniently and has proven to be one of the prevalent tools for education around the world (Kao & Chou, 2018).

The main purpose of this online tutoring method was to bridge the gap of students' academic performances with more convenience. However, along with the growth of online tutoring, we must know the level of success it has achieved as well as the students' and teachers' perceptions regarding this. It is important to see the students' perceptions as it is not easy for a child to focus on the study while using smartphones or tablets and laptops for studying purposes. Hence, while the learning became very easy as through online you can get tutoring anytime and anyplace, however, very little study has been conducted to see the actual thought or perceptions of the students who are taking this online tutoring session and the teachers who are giving it. To date, some studies (Lasnumada & Tarigan, 2020) covered online private tutoring in English in Indonesia where they have covered learners' perspectives. Moreover, some studies saw peer teaching experience through online tutoring in Taiwan (Kao & Chou, 2018). In this regard, it is notable that fewer studies have explored online education adaptation, challenges, and possibilities (Alam, 2020), students' preparedness, participation, and classroom activities (Amin, Zubayer, Deb & Hasan, 2021). However, no previous studies have

been conducted to investigate students' and teachers' perceptions about online private tutoring in English and also the challenges they face in Bangladesh.

Thus, this study aims to find out the level of success of online private tutoring along with the students' and teachers' perceptions about it also the challenges that they face in online tutoring. The findings of this study will help the students and English tutors to develop a better atmosphere to learn. It will also help us to understand from the experienced success and difficulties. This will further allow us to support future teachers and they can then be able to organize a well-outlined program to further enlighten the online tutoring.

1.5 Purpose of the Study

The purpose of the study is to gain an in-depth understanding of ESOL students' perception and the teachers' perception regarding online private tutoring and the online tutoring experience as a whole. The study will also explore the types of interactions that occur during this tutoring session and the challenges they face during this session.

1.6 Research Questions

To achieve the purposes of the research following research questions have been formulated:

1. What perceptions do the students have regarding online private tutoring in English?

2. What perceptions do the teachers have regarding online private tutoring in English?

3. What challenges do students and teachers face in online PTE?

1.7 Scope of the Study

The study will explore students' perception of online private tutoring along with teachers' perception and the challenges that are faced along the way. There have been very few studies on this aspect of academic private tutoring through an online platform that the current study

intends to investigate. This study can be used for any future online private tutoring opportunities to make the experience better for others.

The setting of the study is based on secondary level Bangla medium students as they are the ones who get more pressured to get private tutoring. The reason for choosing these students as participants is that they have more pressure to do well in academics and it is important to see how in reality this online private tutoring helps them and promotes others to take part in it.

1.8 Significance of the Study

Very few researches have been conducted to explore perceptions of students and teachers regarding online private tutoring of ESOL students of Bangladesh. This study aims to gap the knowledge by highlighting the perceptions that they have of this virtual platform. All the participants were involved and were taking online private tutoring; hence, this study is useful for the Bangladeshi context as well as for other countries as the online platform may persist in the future as well. The study looks into the perspective and found out the challenges regarding online private tutoring in English for Bangladeshi secondary level students which can also be implemented for another level of students. In addition, this study will provide a guideline that can help future studies in this field and help the teachers to teach better.

1.9 Limitations of the Study

The study did have some limitations, for example, only three students of secondary Bangla medium level and three teachers who provide online tuitions were taken into account. It was not possible to gather a huge amount of data from a lot of participants in this global pandemic situation. Along with more participants and more time this study could achieve more insights into this issue. Moreover, this study only focuses on the qualitative method but using some different methods along with it can also bring some new insights along with these data.

1.10 Definition of Key Terms

Tutors: Using the term 'tutor' needs to be discussed as it differs in various educational contexts. In some contexts, a tutor refers to a teacher, who works with one student or with some small group of students. In other contexts, for example in the Australian tertiary educational system, a tutor refers to a teacher, giving hands-on lessons in groups of 10-20 students. Some researchers use 'tutor' to indicate tutors who teach outside school or online and refer 'teachers' to the classroom teacher (Guichon & Hauck, 2011). For this thesis, a 'tutor' is a teacher who offers tutoring in a one-to-one session or small group session outside of formal educational institutions.

Online Tutoring: To enhance enrollments of students many modern higher education institutions have begun to focus on distance learning through online platforms. Moreover, to support this online education more people are getting involved in the idea of providing online tutoring as supplementary support for students. Online tutoring involves learning support that is personalized and provided using the Internet and includes audio, video, or text communication between the e-tutor and the e-tutee (Flowers, 2007). This way of providing tutoring service online is very flexible in terms of the time, instructional materials, variety of interactive modes such as texts, discussion, video conferencing.

English for Speakers of Other Language (ESOL): According to the abbreviation it means English for Speakers of Other Language. This means, English is being taught to those students or people whose first language is not English and they live in a country where English is used and known as the second or a foreign language. For example, for this study, the chosen participants are Bangladeshi Bangla medium students. These participants' first language or mother tongue is Bangla and they learn English as a second language for academic or official purposes. This means they speak in their first language from the beginning of their life and after some time they learn English as a second language or a foreign language.

Chapter TWO

REVIEW of LITERATURE

2.1 Introduction

The objective of this study is to learn about the perceptions that a student and a teacher have of private tutoring through an online platform. Thus, in this chapter relevant scholarly works or studies and theories will be discussed. Another aim of this chapter is to find out the gap from the literature in the Bangladesh context about the perceptions of the online platform.

Part 1: General Education and Tutoring

2.1.1 Private Tutoring in General

Private tutoring has been known as supplementary tutoring which allows the students to learn more even after studying at their school for hours. This private tutoring is known to take different forms adapting to different cultures such as dominant models in East Asia are different than it is present in South Asia (Bray, 2013). Bray (2013) furthermore discusses the nature of private tutoring also the forces which are shaping this occurrence. Some parents want to observe their children's activities closely and they plan for private lessons and some parents face the unavoidable demands by the mainstream teachers as they control the examinations (Bray, 2013). Those teachers even though they make it sound like it is not compulsory to take private tuition but the parents know that without the private tutoring their children may face some biasness and may not prosper accordingly.

Moreover, private tutoring is mostly a common remedy that let poorly performing pupils a chance to improve their academic performance. A lot of studies were conducted to compare

the students who received private tuition and those who did not. A similar study was conducted by Mischo and Haag (2002) where they have found that private tutoring does indeed have an impact on students' performance and motivation towards studies. Moreover, private tutoring is largely known to be a worldwide phenomenon and especially it is prominent in Asia along with some post-Soviet countries (Southgate, 2009). However, it is also seen that the trend of private tutoring has also spread beyond Eastern Europe and Asia.

According to Southgate's (2009) analysis of cross-national factors in "shadow education" (a term commonly used to refer to private tutoring of school-aged students) surveyed 250 000 students from 36 countries including 21 European countries as well as the United Kingdom, Australia, Canada, Brazil, and Uruguay, and discovered that private tutoring is available in all of the countries studied, with participation rates ranging from 8% to 74% of school students. The lowest participation rates were seen in Norway and Denmark, while the highest were found in Greece and Turkey. However, other estimates suggest that participation is significantly higher: Ireson and Rushforth (2005) claim that up to 90% of British school students seek private tutoring at some time during their studies.

In other words, teachers and students jointly would participate in the classroom to acquire knowledge and education. However, the cases are that school teachers cannot pay equal attention to everybody. Hence, the students need extra support to study to supplement education. Moreover, this support sometimes comes from the parents or relatives, and sometimes it is not found inside the household. In that scenario, external support is sought mostly on a payment basis. In conclusion, private tutoring can be defined as payment-based tutoring support for the students outside school hours to excel in studies (Nath, 2006).

2.1.2 Influence of Private Tutoring in Education

Private tutoring is now in high demand and for that, some underlying school factors are there. From a lot of studies, it was found that the most influential factors for the encouragement of private tutoring are household income, parental education, urban location (Dang & Rogers, 2008). Especially those students, whose parents have higher incomes and they live in an urban area along with high education, seem to prioritize private tutoring than peers who live in the rural area and with lower income parent and education levels. To find those underlying factors, Mahmud and Bray (2017), while conducting their study have focused mainly on urban and rural disparities. It examines grade 8 and 10 students because at this stage students face some board exams and they are more anxious to secure good scores through private tutoring. Moreover, the researchers also found a reason to answer the question of why the students need private tuition in the first place. This reason includes lack of proper teaching and the tendency of the teachers to advise the students to seek private tuition mostly from them. More variations among urban and rural areas were highlighted such as economical variation, location variation, etc. Similar patterns have also been seen in Korean students (Kim & Lee, 2010).

Moreover, parents try to find the best institution for their children's education and they also look for supplementary support for them as well. In this situation, in the educational environment, private tutoring turns out to be a common phenomenon that helps students to secure a good result. Hence, private tuition is known to be a supplement or shadow of any formal education (Bray, 2006). This phenomenon is growing with time and academics are somewhat concerned about its rapid growth especially in the eastern part of Asia (Dawson, 2010).

In recent years, English language teaching has become more important for academic and professional life than before. Given the importance, Rahman et al. (2019) in their study talk about, historical, political, and social scenarios of English in Bangladesh while pointing out the

factors which affect the CLT curriculum implementation. Along with that they further analyze the lack of teacher development programs as teachers are the center of the teaching body. It is seen that teachers are skillful and used to teach through GTM because with the CLT teachers' needs were ignored (Rahman et al. 2019). Moreover, while commenting on the assessment Ali et al (2018, as cited in Rahman et al. 2019) states that the tests are not consistent and overlook students' communicative competence which as a result illustrates that the assessment is not consistent with the provided national curriculum and the language policy (Choudhury, 2010).

In Jordan, Arabic is known to be their mother tongue however usage of the English language is seen to be present in every curriculum from school to university. The usage of English is given utmost importance because computers and even textbooks are published in English hence, to operate they need to have a good command of this language. The English language is considered to be 'make or break' the future of the children and their financial status. That is why learners of Jordan are heavily dependent on private tutoring to achieve their goals and operate well in their situations. (Khuwaileh & Shoumali, 2001, p. 31). It is also found that they find the longer duration of private tutoring seems to have better outcomes.

2.1.3 Factors Influencing Private Tutoring

Private tutoring or shadow education has been the trend in most parts of the world. To understand the phenomenon, we need to identify the contributing factors. A lot of research has been conducted to offer different explanations for the possibility of hiring a private tutor (Bray & Kwok, 2003). The strongest reason that can be suspected is the demands placed on students by the educational system to take a standardized exam upon completing their secondary and higher secondary exams. It is evident from several studies that, the closer students are to standardized entrance exams, the more likely they are to seek private tutor services (Ireson & Rushforth, 2005).

According to Mustary (2019), students are seen to be coached for every subject, which means that more than one private tutor is involved. He furthermore focused on, tutoring services that are provided by private business persons or organizations who are making a profit. Along with that it also highlights how private tutoring help students to acquire advanced levels of understanding.

To learn a new language, demand for private tutoring has been more evident in a lot of regions of the world. We also know that this one-to-one private tutoring provides income for the tutors which is one of the advantages for the tutors. However, this private teaching also appears to create and increase social inequalities as well. It is because the higher the income of a household the more tutors they can assign their children and this may create a downside for the lower-income family's children (Valerio, 2012).

Some other factors that may influence this private tutoring activity would be the location of a household in an urban or rural area given the status of the parents. Families who live in urban areas seem to employ private tutors more often than those families who live in rural households (Silova & Bray, 2006). The proportion of private tutoring in urban areas of Jordan was 52.08%, compared to rural areas which were 47.02% and while looking for the reason behind private tutoring, it was found that students desired to improve their exam grades (Habashneh & Al-Naimi, 2006).

2.1.4 Nature of Private Tutoring

Mainstream schools are the main channel through which students have been learning for generations. While mentioning the nature of mainstream schooling of Hong Kong Zhan et al. (2013) study all about the certification exam and advanced examination of grade 11 and grade 13 as to how those have changed. On the other hand, in terms of the nature of private tutoring, it is seen that four different modes are followed in this area, for example, one-to-one, small

group, lecture-type, and online tutoring (Zhan et al., 2013, p. 6). Bray (1999) also while talking about the varied nature says that along with one-to-one teaching some small group or a batch of students also occurs at the tutors' home or a specific student's home (p.20).

Another criterion that can be taken into account is the subjects for taking private tutoring. We know that private tutoring is one kind of teaching that helps the students to carry the academic load of the classroom. Whatever they learn in the classroom in a short time, in the private tuition they can elaborately learn it and understand it. In this regard, Bray (1999) mentions that, along with academic subjects, private tutoring is also available for non-academic subjects such as music, art, and many more. However, it was also found that private tutoring for these subjects is not that demanding as academic subjects like Mathematics, Science, English.

Furthermore, students of different levels seek private tuition to supplement their academic studies. After all, private tuition does stand to provide extra help for mainstream education. This supplementation can be considered another criterion to understand private tutoring better. According to Bray (1999), the subjects that are taught in mainstream education are the main focus which is an attempt to supplement private tutoring.

Moreover, providing private tutoring can be varied. For example, in many places, school teachers themselves provide this supplementary tutoring to students. However, in countries like Australia, France, and Singapore it was seen that the school teachers who already teach the students for mainstream are prohibited from privately tutoring them. On the contrary, in countries like India, Nigeria, and Bangladesh it is very ordinary for the school teachers or mainstream teachers to provide this supplementary tutoring to those students whom they already have the responsibility in the mainstream (Bray, 2006).

2.1.5 Students' Perspective of Private Tutoring

Learning a new language is always a challenge for everyone and the experience is always different for everyone. Yung (2015) while carrying out the study on Chinese learners' experience of learning English through private tutoring found that students learned better from lecture-based tutoring and native language instructor who could create a monolingual environment that would help them to learn through conversation easily. It was also found from the research that students appreciated and learned more when they were praised, they were motivated to do better and study harder (Yung, 2015, p. 717).

Additionally, Learners' perception of language learning in a classroom is also important to have a full view of what happens in an ELT classroom. Shrestha (2013) believes that learners' experience is rarely reported hence she in her study has dedicated her investigation into learners' perception and experience of their English language classroom. From the findings of the study, she concluded that in the classroom learning and teaching grammar-translation method was mainly followed. This method bound the students to memorize the grammar rules and translate while learning a language (Harmer, 2007, as cited in Shrestha, 2013). However, the students did not like memorising and translating as it pulls out the essence of learning English throughout the process. It was also found that the students liked drilling and role play more than memorizing rules and this way they also did learn better. All the evidence pulls towards the communicative approach to learning a language.

Furthermore, we know that perceiving language is one of the most unique processes as very little is known about this area. Kolb (2007) in this regard, mentioned that in primary EFL classrooms in Germany, the results of the language learning beliefs and findings are that children learn by collecting words, imitating, acting, and through conversation. She concludes that children's ideas about foreign language learning through private tutoring and adults are almost similar.

2.1.6 Teachers' Perspective of Private Tutoring

Private tutoring impacts students' academic results in a significant amount. We need to take into account this private tutoring as it brings out the best in students as well as the teachers. According to Richard et al. (2008), in developing countries, private tutors help students to gain significant academic success. Hence, private tutors have a lot of contribution to a student's success.

Moreover, Zhan et al. (2013) in their study mentions that private tutoring and private tutors are more effective for the students to facilitate support in the examination compared with mainstream schooling and teachers. Even though perceptions vary, however, private tutors do give more attention to students than a school teacher. It is because in a school one single teacher deals with 30-40 students but in private tuition, the students' numbers are less and the tutor there can give attention individually.

2.1.7 Parents' Role in Private Tutoring

Private tutoring has more significance among mothers than students as mothers' motives are mostly to see their children do better in academics. Even if any extra help is needed, they won't hesitate to provide them with that privilege. To perceive the mother's perception of shadow education in the southeast of South Korea, Lee (2014) conducted a study on them to know about them and how these motives and perceptions are reflected in making their decision. From the findings of the study it was found that more than fathers, mothers are more responsible in terms of securing and planning for children's education. Moreover, mothers have higher expectations for their sons to meet the social expectation. It was also highlighted that mothers believed and were aware that private tutoring would be a total waste of time and money especially if the child was not motivated. He or she could just be there physically, yet not gaining or learning anything (Lee, 2014). This indicates the fact that mothers were more careful while providing them with any educational facilities.

According to Davies (2004), parents who hire private tutors are not generally different from other parents demographically. However, it is seen that those who employ tutors are less satisfied with the public education system. The mothers also tend to be more involved with their children's education as it gives us some satisfaction that they are learning something from the private tuition. It is also evident from their tendency that when they employ a tutor tend to be more desiring of private schooling than other parents. In this regard, he also mentioned that for many parents, private tutoring acts as a default school which is an affordable alternative to many private schools. (Davies, 2004, p.245).

Mothers' role in a child's education has more contribution than any explanation. While conducting a study on private tutoring in East Asia, Dawson (2010) finds that mothers were expected to be more enthusiastic than fathers in terms of private tutoring in society. They were also stricter on their children while the fathers were laid-back and were generous when it was about their children. It was also found that mothers were more responsible for their children's learning.

Part 2: Private Tutoring for ESL students

2.2.1 Factors behind Private Tutoring in English

English as a language has superiority in most of the countries. It has been recognized as one of the most broadly spoken languages. Since 2003, English has become compulsory in China starting from the third level of primary education and is gradually being introduced even earlier in many schools. This emphasizes English's official significance in both primary school education and society (Qi, 2016). Hence, private tutoring in English has also spread extensively as it has become the basic requirement in most professions.

Moreover, in terms of tutoring in English, it is notably dominant among all other academic subjects in which students seem to love to take private tutoring. Private English tutoring has grown in popularity in recent years throughout the world, in both developed and developing countries. It is also blurring geographic boundaries among the countries (Bray, 2010). A study conducted by Ireson and Rushforth (2004) suggests that in London, students seem to seek private tutoring mostly in the core subjects such as English and Mathematics. They affirm that about 38% of students who are aged between ten to twelve, obtain this private tutoring in English to become proficient in London. In this regard, Bray and Lykins (2012) have also found in their study that private tutoring in English in recent times has grown drastically in parts of Europe and North America.

According to Chan and Mongkolhutthi (2017), the statistical data of Thailand suggests that the majority of upper secondary school students take private tutoring in English to score better in school exams (p. 49). Along with Thailand, this same phenomenon can also be seen in Asia, China, Bangladesh, South Korea, and Indonesia where private tutoring has increased significantly. To prove this phenomenon Shen (2008) has conducted a study and found that Mathematics and English are indeed the most demanded subjects when it comes to tutoring in Mainland China. It is because these subjects have utmost dominance in the entrance examinations.

Moreover, the administration of Macao thinks it is necessary to create a hype for the English language among the residents to ensure the development of the economy and society. To initiate this, they have been opening tutoring centers one after another for preparing students to take International English proficiency tests or any entrance examinations (Exmoo, 2013).

Part 3: Online Private Tutoring

2.3.1 Learning in an Online Setting

To improve education, online tutoring or e-learning has an immense contribution in this 21st century. Online learning gives learners freedom and makes learning more convenient and interesting. Kao and Chou (2018) while conducting their study have focused on portraying the experience of the students in case of improving their gap of knowledge. While analysing the data, the researchers have found that the tutors face difficulties while teaching online such as applying the teaching strategies and limited understanding of the course content. They also found that the students lost their attention during the class which leads to a different set of attitudes of the students which needed to be dealt with differently. They also found that to prepare the tutors, they need all the necessary pedagogical knowledge and skills to be competent while teaching.

After a while, as everything started to operate online; schools, universities even offices had to do all the necessary work from home at online portals with the help of the internet. Amidst this, Tabssum et al. (2021), conducted a study to find out different public and private university teachers' perceptions and faced problems related to e-learning. From their study, they have tried to find out the teachers' initiation to tutor students privately beyond class time. To help their students, 10% of the teachers took training about online teaching. Moreover, to take the class most of the teachers used laptops or computers and they even used mobile data to take the class whenever it was necessary.

Additionally, they also found that the teachers even though faced some problems but they were really into online teaching as it gives them some different materials which they do not find in their mainstream classes. Moreover, they also got to know different platforms through which

they could conduct classes and share materials easily which will help the students to overcome their barriers (Tabassum et al., 2021).

On the emergence of COVID- 19, all countries tried to control the situation with the advancement of technology in the medical sector, educational sector, and business sector. Most of the educational institutions are closed since March 2019 and learning has been shifted online. Amin et al. (2021) amidst the pandemic situation has tried to analyse the status of preparedness, participation, and classroom activities online in different universities of Bangladesh. They found that most of the students even though they have an android phone to join their class but most of them do not have any computers. Another finding was that majority of the students did not have a separate room as well which is very much needed to concentrate on one's study. Moreover, students faced many problems while attending the classes such as electricity problems, inconsistent internet connection which impact greatly on students' attention as well.

2.3.2 Role of Technology in Online tutoring

Along with the advancement in technology, the education sector has improved a lot with its flow. Nowadays, private tutoring has been transferred towards the online as everything is evolving with the advancement of technology. A study by Lasnumanda and Tarigan (2020) emphasised that the online method of teaching English contributes to the students' knowledge even during this pandemic. They found that around 41% of students think that shadow education will indeed help them to strengthen their English foundation. Additionally, it was also highlighted that the participants felt private tutoring to be more flexible and also less expensive compared to general face-to-face education. However, others think that in online platforms the time is very limited and they can get distracted easily hence they do not like to participate in online classes.

On the other hand, Takashiro (2018), while exploring how technologies enrich the students' likelihood found that students who had availability of technology at home participated willingly in private tutoring. They used technology for course materials or schoolwork and to watch extra study-related materials on YouTube sometimes. Online learning is indeed the only way to solve the academic crisis that is happening around the globe due to the pandemic of coronavirus (Alam, 2020).

Moreover, to highlight the change in language teaching methodology in these unprecedented days, Power and Shrestha (2010) in their study tried to briefly examine the changes in English language learning through the usage of advanced technology. In essence, they particularly looked into mobile technology practice that has expanded in Bangladesh. They have found that English in Action has employed mobile technologies such as smartphones, laptops which will bring changes in CLT classroom practices and will enhance the learning of the students. This will also empower teachers by developing their knowledge and skill.

Part 4: Private tutoring in Bangladesh context

2.4.1 The Scenario of private tutoring in Bangladesh

During recent decades, private tutoring as a supplementary study has become more accepted than before. It is seen to gain more space in the national education curriculum in Bangladesh and to find the necessity and the reasons for this Manzoor (2013), in her study found that private tutoring mostly helps students to obtain good marks in the exam. It also helps to reduce the workload of mainstream teachers as well. Moreover, she also found that it helps to improve a teacher's economic situation and it is sheer out of parental concern about the children's education this makes them have private tutoring. To address the necessity of private learning, she furthermore states that a private tutor, in reality, assists his students to fill up the gaps that were left from the learning of the school (p. 54).

Private tutoring in Bangladesh is a common phenomenon and it is also widely spread in urban and rural areas as well (Hamid, Sussex & Khan, 2009). In Bangladesh, students are seen to take private tutoring in subjects that are taught in mainstream education. From the common subjects, students mostly choose English to take private tuition for, and they also take Mathematics, science-related subjects for tuition as well. The fees also vary depending upon the region, subject of studying, students' background, and qualification of the tutors. Which is then controlled by the household of the student.

According to Nath (2006), private tutoring is increasing day by day and has a great effect on both the students and the teachers. The scenario is like the students must take private tuition to excel in their studies. Islam (2019), emphasised this and further added that the students are also interested in taking private tuition. It is because they seem to understand the learning of school more and better with the help of this private tuition. In the private tuition sessions, the teacher makes the students understand better than the schools' English classes. Moreover, they also get to practice more and can get feedback which is sometimes missing in school scenarios because of lack of time.

While looking into private tutoring in terms of the city area and rural area of Bangladesh some differences have come forward. To highlight this Hamid et al. (2009) focus on, a disadvantaged rural area of Bangladesh and investigate the nature of private tutoring of that place. While looking at nature, the researchers also look into that region's economic and social impacts on private tutoring. Moreover, it was found that people were more attracted towards private tutoring as they have experienced that because of private tutoring the students tend to do better. However, most of the students were unable to continue taking private lessons as they faced a financial crisis. Hence, this crisis was a barrier to most of the students and they could not continue taking private tuition even if they needed it. It was also emphasised that the students

were more into private tutoring because they faced poor quality of English teaching at their schools.

It is believed that being involved with private tuition enhances students' performance. To demonstrate this Deabnath (2014), while analysing the Secondary School Certificate (SSC) examination results discover that students living in the urban area did better than the students in rural areas. Rural area students suffered greatly as the economic condition was a great barrier for them while taking private tuition. Moreover, teachers' poor salaries are one of the crucial reasons why the school teachers often offer private tuition services. When they tutor their students after the school hour, they get extra money which helps them in their expenses. Hence, this is one of the reasons for the increasing private tuition phenomena in our country (Hamid & Baldauf, 2008).

2.4.2 Government regulation regarding Private Tutoring in Bangladesh

Bray (2003) studied the stance of the government of some countries such as Hong Kong, Singapore, Taiwan, and many more. He found that the government took many measures such as prohibiting private tutoring for some time, permission to use school premises for the teachers, and free of charge tuition for children whose parents are unable to pay. Even in Bangladesh, we can see some similar measures taken by the government of Bangladesh. For example, to stop teachers from engaging in coaching business in educational institutes, the parents will appeal first to the headmaster and then the headmaster will take initiative according to the rules (Ministry of Education, 2019). More rules such as with the permission of the headmaster a teacher can tutor a maximum of 10 students from other institutions, no teacher can force or engage a student to take private tutoring, and teachers cannot open any coaching centers for the students to join were imposed from time to time (Ministry and Education, 2019). However, private tutoring cannot be prohibited for the students as the parents and the students have adjusted themselves to the arrangement. Moreover, if the government can take initiative

to encourage its good side while reducing the bad sides only then it can prosper the education sector.

2.5 Research Gap

Private tutoring is a widely spread phenomenon and a lot of studies have been conducted regarding this. Researchers in different ESOL countries have conducted their studies concerning this issue. For instance, Tarigan and Lasnumandan (2020), have studied the learners' perspectives about private tutoring in the EFL context; Yung (2015) has tried to understand specifically Chinese learners' experience of private tutoring. In addition, Lee (2014) has studied private tutoring scenarios in South Korea and mothers' experiences and perspectives about this phenomenon; Smith (2018), did a case study on online tutoring via video conferencing. Moreover, Kao and Chou (2018), conducted a study on university students learning through online tutoring. Even in Uzbekistan, Khaydarov (2020), conducted a study on teachers' perception of private tutoring through a virtual platform.

In the case of Bangladesh, limited studies were carried out on the topic of online private tutoring in English. Hamid, Sussex, and Khan (2009) in their study investigated the nature of private tutoring in a disadvantaged rural area along with their academic performance. Other researchers of Bangladesh have tried to study its negative and positive implications(Mustary, 2015) as well as its effectiveness (Islam, 2019), school factors that shape the demand for private tutoring (Mahmud & Bray, 2017), perception of students, parents, and teachers on private tutoring effectiveness, ethicality and government regulation (Islam, 2019) and many more.

However, very few studies have been conducted on online-based private tutoring to learn a language. Even though some studies are focusing on the online setting, for instance, in Indonesia Tarigan and Lasnumanda (2020) focused on online English shadow education and learner's perspective of it. Another study was focused on university teachers of Bangladesh's

perspective of online education during COVID-19 (Tabassum et al. 2021). The current study aims to bridge the gap of knowledge regarding online English tutoring in an ESOL context such as Bangladesh. Drawing upon the stands of this research which is to look into private tutoring scenario of language learning in the online setting of Bengali and English medium students of Bangladesh. This study will be precisely based on online private tutoring during this pandemic time as to how people have adjusted and are using the advancement of technology to improve the educational sector as well.

2.6 The Conceptual Framework of the Study

Evaluations of social sectors need to focus on the input quality, process quality, interactions among actors, and quality and quantity of products (Omari, 1995). Appropriate models are needed to be able to guide data collection and analysis for tutoring studies. In this study, Stufflebeam's (2003) model was used as a guide for data collection and analysis on private tutoring because it can be used in formative assessment, and allows goal setting using context variables (Stufflebeam, 2003). The formulation of the conceptual framework has been guided by two theories namely Educational Production Function and Moore's (1993) Theory of Transactional Distance.

2.6.1 Education Function Production Theory

Online private tutoring is mostly guided by the theory of educational production theory developed by Hanushek in 1986 (as cited in Pindyck & Rubinfeld, 2000). Theory suggests that private tutoring in distance education is comparable in certain aspects are comparable to the industrial production function in economics, for instance, the relationship between the inputs, such as labor and capital, into the production process using existing technology and the resulting output of firms including goods and services. According to Hanushek (1986), input

is usually a student, family, and school and output includes test scores, graduation rates, or dropout rates.

2.6.2 MOORE'S (1993) Theory of Transactional Distance

In this study, I used Moore's (1993) transactional distance theory. This theory argues that learning is done through teacher-student, students-student, and student-content relationships. The way relationships are managed determines the transaction distance. Research theory sheds good light on the factors that contribute to the communication gap between the students and teachers, students and contents, and students and students.

The purpose of distance learning is to make education available to all who would otherwise not have had the opportunity to participate in further education (Letseka & Pitsoe, 2014; Makoe, 2012; NgubaneMokiwa & Letseka, 2015). Moore's theory of transaction distance relies on potential relationships between teachers, students, and subjects, which are facilitated by dialogue, structure, and learner autonomy (Moore, 1993). Through these relationships, the essence of education and learning is understood. This theory is essentially about managing these relationships to facilitate education and learning. Distance contributes to the communication gap between students and students/teachers, but it is a way of manipulating distance to prevent possible misunderstandings. As a result of the theory of transactional distance, distance in distance learning is not only geographical but also psychological and educational (Moore, 1993).

Thus, in this study, the theory of transactional distance is most appropriate to help the researcher to gain a better understanding of the perceptions of the online tutoring system among Bengali medium students.

In the context of this study, the theory has been used to explain that inputs are typically factors like students, tutors, and study materials. The process here indicates the teaching and learning

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process, methods of conducting the session, taking tests, and providing assignments. Outputs involve test scores. Graduation and dropout rates were excluded as they were not a part of the aim of the study. Both theories, namely Moore's transactional distance and education function approach, guided this study. Moore's theory of transactional distance helps the researcher to gain a better understanding of the perceptions of online tutoring system; while education function approach provides us the idea of how the whole process of online PT is being conducted by focusing on the perception of students, quality of the whole conducted process and the financial transaction which takes place between the tutor and tutee.

See figure 2.1 below.
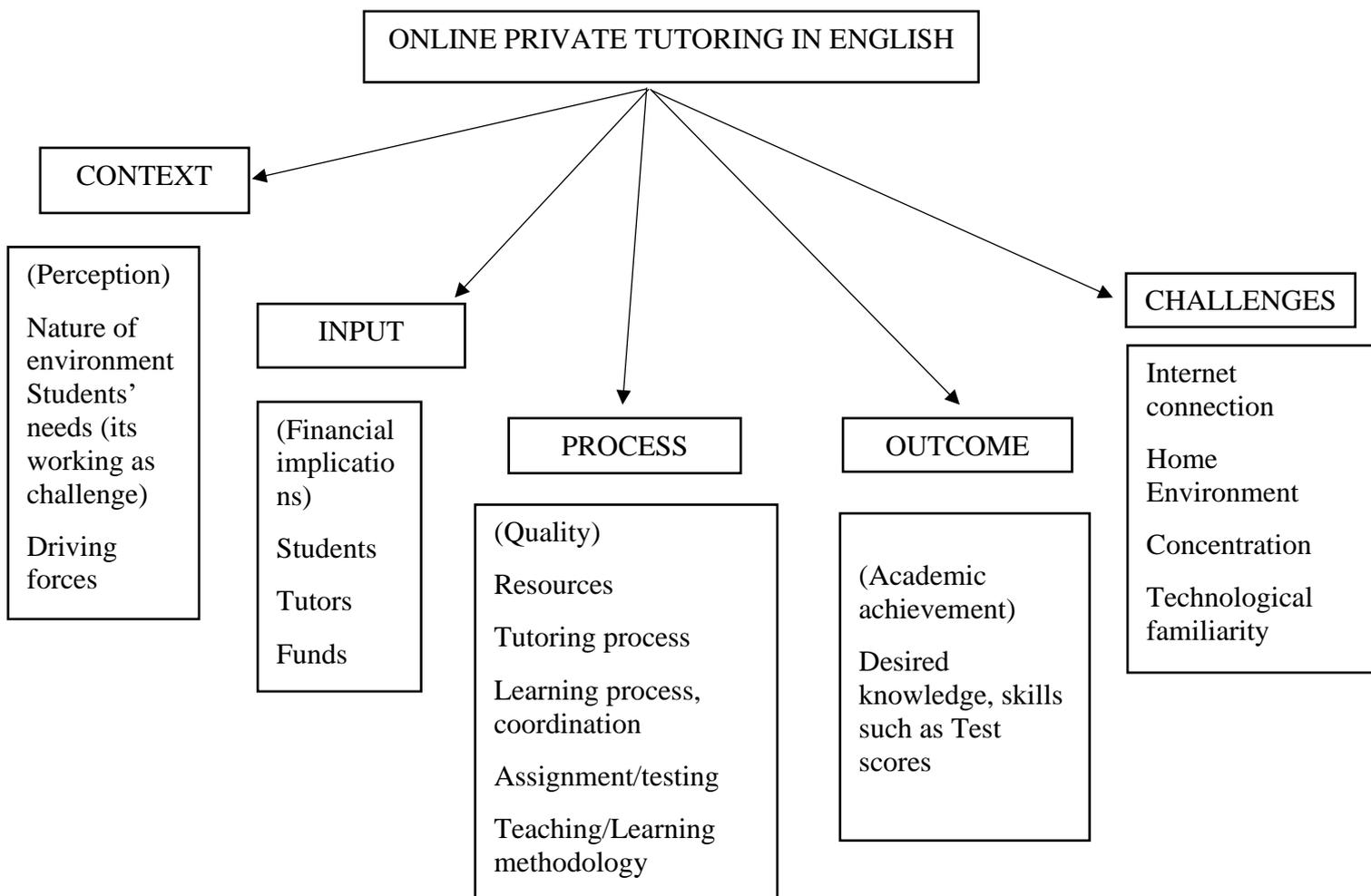
Figure 2. 1: Conceptual Framework of the Study

Chapter THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology that has been adopted to conduct this study. As stated earlier in chapter one, this study aims to explore the perceptions a secondary level Bengali medium student and a private tutor have of online private tutoring and the challenges they faced while doing so. The chapter further describes the rationale behind choosing a qualitative multiple case study approach, the process through which the participant was selected, the data collection process, the data analysis framework, and the steps taken to establish the trustworthiness of the study.

3.2 The Qualitative Paradigm and Its Philosophical Assumptions

A paradigm is essentially a way of thinking about the world. In any research, we start with paradigms. Guba and Lincoln (1994) define paradigms as basic beliefs which focus on ontological, epistemological, and methodological assumptions. These components like ontology indicate the nature of reality in research which are backed up by the assumptions of the researcher; epistemology indicates how the researchers know; axiology reflects the values and morals in the research and lastly, methodology dictates different methods that were used in research (Creswell, 2007).

Moreover, there are many paradigms like pragmatism, positivism, post-positivism, constructivism, interpretivism, and many more that have been introduced by scholars which helps a researcher to create a qualitative research framework (Creswell, 2007). From multiple research paradigms, I as the researcher have chosen an interpretivism framework to conduct the current study. According to Gemma (2018), and interpretivism is a sociological approach

that states that it is important to understand or interpret the beliefs, motives, and actions of individuals to understand social reality. She also states that interpretivism aims to gain an insight into individuals, understand why people behave in certain ways. This is what I intend to find through the interviews of the participants, to get an in-depth insight of their perceptions that they have regarding online private tutoring. Interpretivism attempts to reach an understanding of a phenomenon through an interpretation of the elements of the study (Creswell, 2007).

In the following table 1 adapted version of Creswell's (2007) "Philosophical Assumptions with Implications for Practice" is given:

Research Paradigm	Philosophical Assumptions			
Interpretivism	Ontological Multiple views of participants were collected from interviews and their recordings while keeping subjective views of the participants	Epistemological Semi-structured interview sessions	Axiology The researcher has displayed an unbiased neutral position, where the specific role remains to find out the perspective of online private tutoring of the participants.	Methodology Qualitative Multiple case study Inductive way to collect information

Table 3. 1 Philosophical Assumption of the Study

According to Lincoln and Guba (2013), an ontology of any framework deals to find out the nature of reality and the way a researcher search for new information. In this regard, Creswell (2007) states ontological assumption is multiple as well as subjective. Here, in this study, I tried to explore different participants' realities about their perceptions (RQ1 and RQ2)

regarding online private tutoring. Moreover, epistemological assumption looks into valid and sufficient knowledge as it is known as a thinking process (Gray, 2014). According to Creswell (2007), to know the real condition of the participants and to get as close to them as possible to know that. In this study, I have conducted semi-structured interviews and observed their attitude while answering the questions about their perception and faced challenges (RQ3) in this online PT.

Regarding axiological assumptions, it reflects a researcher's biases in the research programmed (Creswell, 2007). In this study, my specific role was to know the perception of the participants regarding online private tutoring, which I have achieved through taking an unbiased and neutral position. Even in the data analysis, every collected information is analysed up reasonably so that proper findings and data can come out related to online private tutoring. Furthermore, the methodology is known to be the method that is adapted to conduct any research or study. In a study, it answers 'how' or the process which is taken to seek out the results (Schwandt, 2007). For the methodology or the data collection process, I have followed inductive reasoning by using one-to-one semi-structured interviews to find answers to the research questions.

3.3 Research Design

To develop the research design of this study, I kept in mind the research question and the previous literature. The Interpretivism research paradigm approach has been taken to conduct this study. Here, from the interview, all the data has been collected and later on interpreted. The central objective of this study is to explore the perceptions a student and a private tutor have of online private tutoring and the challenges they faced while doing so. To address this issue, I decided to conduct this study through a qualitative multiple case study approach. This way of conducting a study helps the researcher to identify a participants' actual lived experience (Corbin & Strauss, 2008). Moreover, for the design of the research conceptual

framework has been used which has glued together all the elements of the study (Akhtar, 2016). The research design of this study is given more elaborately in the following section of the chapter.

3.4 Multiple Case Study Approach

Case studies are a common method for conducting qualitative research among researchers (Thomas, 2011; Hyett, Kenny & DicksonSwift, 2014). Case studies are defined as empirical studies of certain modern phenomena in real-world situations using several methods of data collection (Yin, 2009). In this regard, Flyvbjerg (2006) states, that through observed phenomena as a case study, the theory is developed and confirmed by explaining the observed phenomena, and also provides deep insights that can be explored. In addition, when a study considers multiple cases, it is defined as multiple case studies that delve further into a variety of different experiments (Baxter & Jack, 2008; Stake, 1995). For example, in my study, I analyzed some cases of ESOL learners and teachers in Bangladesh regarding their perceptions and challenges in online PTE. Additionally, it was found that multiple case study results are counted as strong and reliable ones (Baxter & Jack, 2008). Hence, there would not be any question regarding the authenticity and it will also help us to gather an in-depth understanding of the cases as a unit.

3.5 The Researcher's Role

From the very beginning of my undergraduate study, I have been teaching English in a coaching center also worked as a home tutor for many students. In-home tutoring, I have home tutored students for English subjects. However, due to some unfortunate circumstances, the spread of a pandemic situation, all academic operations shifted to the online platform, even private tuition shifted to online as well. Although the prevalence of PTE is seen in our local community, this way of teaching is new in online platforms. In this current situation, I had to attend classes

online and experience a new atmosphere. This new arising situation made me rethink the event from a student's point of view also from a teacher's viewpoint. My stance as a student and as a private tutor made me question how the student is adapting it and what steps the teachers are taking for making it easier for the students. Thus, I have chosen the topic of online PTE to conduct my study.

Moreover, in the study, I have used "I" only to describe and narrate the findings more conveniently and not to project any personal views. This study is at liberty from any personal or cultural biases. Furthermore, I have analysed the themes generated from the data were rated by an expert to make the data trustworthy. After all the interviews, the transcriptions were also sent to the participants for member checking to make the data credible. Hence, my use of "I" is to explore the perceptions and challenges of online PTE faced by the teachers and students.

3.6 Setting

My study is set in Dhaka, Bangladesh amidst the global pandemic situation which the whole world is facing since 2019. Everyone is still staying indoors as a precaution hence I had to carry out the study mostly online. I chose Secondary level Bangla medium students as my participants because they have a board exam upcoming which is given the utmost importance and so they require private tutoring no matter the situation is. Hence, their perception of challenges will be greatly helpful for my study.

3.7 Selecting the Participants

For this study, I have chosen secondary level students aged between 12-18 and their private tutors aged 20-25 as my participants. Moreover, primarily a qualitative research aim is to get an understanding of any phenomenon rather than making any assumptions about the participants or data (Polit & beck, 2014). Here, in the study, non-probability sampling has been applied for the selection of the participants so that rich information can be extracted. At first, I

reached out to my friend's sister who is currently a student of secondary level. Afterward, I managed to contact some other classmates of hers and their tutor and they agreed to assist me by participating in my study. In this regard, Burns and Groove (2005) state that in snowball or chain sampling the researcher can easily ask for more participants by using this technique. This is also a very useful sampling technique to select participants because the selected participants tend to manage other participants who may share an almost similar experience and are keener in the research (Burns & Groove, 2005).

The criteria for selecting participants were:

    1. The students have to be secondary level students

    2. The student has to avail the private tutoring through the online platform

    3. Students have to be willing to be a part of this study

The criteria for selecting private tutors were:

    1. It has to be tutors who provide private tuition in English

    2. The tutors who are providing online tutoring in English.

    3. The tutors have to be willing to be a part of this study.

3.7.1 Participants' Profile

Student Participant

No	Participant's name	Age	Gender	Current Academic Level	Medium of education
1	Suhi Narmin	16	Female	Secondary level student	Bengali
2	Farhana Rashid	17	Female	Secondary level student	Bengali

3	Imtious Bari	17	Male	Secondary level student	Bengali
4	Alif Mahmuda	18	Female	Secondary level student	Bengali
5	Afnan Nazih	16	Male	Secondary level student	English Version

Teacher Participants

No	Participant's name	Age	Gender	Current Academic Level	Medium of education
1	Rezuana Haq	24	Female	Undergraduate	Bengali
2	Arnob Aftab	24	Male	Undergraduate	Bengali
3	Sabira Ahmed	24	Female	Undergraduate	Bengali

Table 3. 2: Participant's profile

3.8 An Overview of Data Collection Procedures

In a qualitative study, there are various ways to collect data, for example, through interviews, observations, record analysis, document analysis (Gillham, 2000). For this study, I have collected my data through interviews and observations from students and private tutors to answer the research questions. Moreover, the data was collected through an online platform like zoom meeting and google meet platform because of the worldwide pandemic situation and as the participants were from different areas. I took semi-structured interviews of individual participants to understand their perceptions and faced challenges regarding online PTE.

3.8.1 Semi-structured Interview

In a study taking an interview is known to be the most widely used tool (Edwards & Holland, 2013; Jamshed, 2014). Among different types of interviews, for instance, structured, semi-structured, and unstructured interviews (Gill et al., 2008; Stuckey, 2013), I have chosen semi-

structured interviews for the convenience of this study. According to Creswell (2013), multiple case study is keen to observe real-life situation and extract in-depth data from the participants. Hence, I chose a semi-structured interview as it gives me more scope as a researcher to create and enquire in a flexible and conversational environment to get in the depth to collect data. In this regard, Datko (2015) states that semi-structured interview does ensure flexibility and adaptability according to the situation in the process of data collection. Moreover, as the semi-structured interview has the flexibility to be conducted individually or in a group (Adhabi & Anozie, 2017), hence, I have decided to take an individual session with my participants to gather information regarding their perceptions and challenges faced in online PTE.

3.8.1.1 Designing the Interview Protocol

Interviews are an essential tool to get detailed data from the participants which helps the researcher to conduct their study (Rubin & Rubin, 2012). However, the reliability of the interviews needs to be ensured and for that, an interview protocol is needed. In this study, the interview protocol I have chosen to lay out the interview questions is adopted from the Interview Protocol Refinement (IPR) framework. According to Castillo-Montoya (2016), this IPR framework is refined to use for semi-structured interviews along with structured and non-structured in the best possible way. Castillo-Montoya's four-phase interview protocol consists of four phases as the following:

Phase 1: Assuring that interview questions correspond to research questions

Phase 2: Constructing an inquiry-based conversation

Phase 3: Receiving feedback on interview protocols

Phase 4: The interview procedure is being tested (Castillo-Montoya, 2016, p. 812).

These four phases combinedly produce and develop a systematic framework and provide the researcher help that is needed to get the information from the research question (Castillo-Montoya, 2016). For instance, in the first phase, the alignment between the interview question and the research question is ensured because this alignment will increase the utility of those questions in terms of the research process while discarding the unnecessary ones (Castillo-Montoya, 2016).

In the second phase, the researcher makes sure to construct conversational questions and discussion-based however also works as a tool of inquiry to extract information from the participants. This allows the researcher to have a flow while making the participants comfortable.

In the third phase, it is very much essential to check the authenticity of the interview protocol. Hence, it is needed to get the questions of the interview to be checked and gather feedback from the experts. According to Castillo-Montoya (2016), this phase helps the interviews to be more reliable and increase the trustworthiness of the questions as a research instrument.

Finally, the researcher needs to conduct a pilot study before they perform the actual interview so that it can find out the mistakes or the shortcomings (Castillo-Montoya, 2016; Watson, Atkinson & Rose, 2007).

3.8.1.2 Piloting the Interview

After I received the feedback about the interview questions, I piloted the interview questions with one of my participants. I chose to pilot with one specific participant because of his availability also because he lived near me which was convenient for me. He willingly took part in the piloted interview session so that I can refine my interview questions if needed. This pilot interview helped me to understand in which direction I can go while asking one question to another also helped me in recording it properly. Piloting is viable and a very important step

that helps to point out mistakes and shortcomings (Watson, Atkinson & Rose, 2007). Thus, through this pilot study, the adequacy of the interview questions was checked.

3.8.1.3 Conducting the Final Interview

On completion of the pilot study, I set appointments with all the participants one by one for the semi-structured interviews. The interviews mostly were conducted over zoom and google meet platform as for the pandemic situation people are distancing themselves from each other. However, as mentioned before, one participant lived near me so I took his interview by having a face-to-face conversation and recorded that interview through a phone recorder. Throughout the session, I made sure they were comfortable and conversationally took the interview so that they do not get scared and freely convey their opinion. At first, I greeted them and informed them about the aim of my study. Afterward, I took their consent to record their interview while making sure their information will be kept confidential and only will be used for the study. Lastly, after going through the whole session I also thanked them for their time and opinion given to me regarding the question which will help me to conduct my study. Moreover, any kind of bias was avoided and everyone had the freedom to put their opinion freely while co-operating with me.

3.9 An Overview of Data Analysis Procedures

In this section of the chapter, the steps are taken to analyse the data which was obtained from the participants' interview recordings will be discussed.

3.9.1 Data Analysis Framework

Research data needs to be analysed according to research questions and for that, the data analysis process needs to be based on a framework. For analysing the data of this study, I have chosen to use a qualitative thematic analysis. Thematic analysis is a well-known method that is used to identify, analyse and report themes within the given data (Braun & Clarke, 2006).

Moreover, through the thematic analysis, large qualitative data can be analysed through which the study also becomes trustworthy (Nowell et al., 2017). In this regard, Miles and Huberman (1994), developed five steps for any data analysis process. Which are as follows:

1. Listening to the recordings,

2. Transcribe the interviews,

3. Read the transcript several times,

4. Code the interview,

5. Write a summary of the coded data

After all, these steps writing an interpretation of the data is essential as one of the forms of data analysis is when the researcher by looking through the data and interprets meaning out of it, and develops themes of the study (Stake, 1995). Hence, after looking through this framework I have adopted Miles and Huberman's five-step analysis (1994) framework and Stake's data analysis procedures (1995) to analyse and Develop topics for the study's purposes.

3.9.2 Analysing Interviews

As a first step, I transcribed the recorded interviews which are taken from Mile's and Huberman's data analysis procedure (1994). The interview was recorded in an online platform such as Zoom, Google Meet and then the interviews were transcribed manually. After that, I have coded the transcribed interviews through the help of a seven-column coding template which was proposed by Ahmad (2017). From the code's some specific categories were selected, and prominent themes emerged from all the gathered main ideas. Lastly, all the emerged themes were then compared to create a thematic pattern to answer the research questions.

3.10 Ethical Considerations

The ethical issues of conducting this study were taken into consideration before proceeding with the data collection procedures. The participants were fully aware that their given information will only be used for this study and their identity will not be disclosed from this study. Moreover, before conducting the interviews I have gone through all the steps that will be taken to conduct the interview such as recording their speeches and observing their behavior. Also, in the interview sessions all the personal information which came out, I have asked participants' permission to use them in my study.

3.11 Trustworthiness of The Study

According to Polit and Beck, (2014), trustworthiness is used to measure the reliability in the process of data collection and analysis, which as a result will make sure the quality of the study. Lincoln and Guba (1985), describe the process of creating trustworthiness through confirmability, credibility, dependability, and transferability. Here, at the very beginning of this study, I have taken my participants' approval and permission also after the recording of data I have asked them to go through with it so that the data match what they initially intended to convey. Moreover, a technique for establishing credibility besides member checking is triangulation, which takes multiple sources of data just so the data can be understood in a much better way (Merriam, 1995). For instance, observing participants, taking interviews, taking notes, and listening to the recordings for more information (Cope, 2014). In this study, as a researcher, I have put aside my personal opinion and bias during the research. In this regard, Patton (1999) states that triangulation aims to minimize biases and it also leads to better findings of data (Golafshani, 2003). Moreover, in terms of inter-rater reliability, I have consulted with an expert who has many years of experience in the field of English language teaching at a tertiary level. Furthermore, an elaboration and descriptive data collection process

which is known as Audit Trail (Merriam, 1995), is applied in my study as well (see Appendix

F). These were the overall steps that I have taken to establish the trustworthiness of my study.

Chapter FOUR

FINDINGS and DISCUSSION

4.1 Introduction

The objective of the study was to explore the perspectives of teachers and students regarding online private tutoring and look into the challenges they faced while taking part in the session. In the first section of the findings of the study, the perception from both the teachers and students regarding the online private tutoring session will be discussed which will help to answer the perceptions students and teachers have regarding online PTE. The answer will be guided by the prominent theme generated based on the issues. The second section of the study will bring out the answers to RQ3. Which will focus on the challenges that the participants faced while being a part of these online private tutoring in English sessions. The present study's findings will focus on the answer to the present questions along with some findings from previous studies.

This chapter will present the findings of the study based on the following research question:

1. What perceptions do the students have regarding online private tutoring in English?

2. What perceptions do the teachers have regarding online private tutoring in English?

3. What challenges do students and teachers face in online PTE?

4.2 Students' Perceptions on Online PTE

4.2.1 Views regarding Importance of Online PTE

This subsection along with the second research question regarding students' perceptions of online PTE, also explored how people are perceiving the importance of online PTE. According to Chan and Mongkolhutthi (2017), the statistical data of Thailand suggests that the majority of upper secondary school students take online private tutoring in English to score better in school exams (p. 49). Suhi a participant, said during the interview session,

> *I am really fond of the English language and that is why I want to do well in English. This is why I was also interested to take private tutoring online. But it is also true that I want to do well in exams so taking online tutoring helps me a lot. (DU SUH 8).*

Moreover, from this study, it was found that all the participants were very much keen to attend online PTE sessions as it resulted in successful learning. Bloom (1984), agreed with this concept and stated that these private tutoring sessions do indeed have a great influence on students learning and gaining knowledge. All of the participants are interested to be a part of online PTE. Regarding this, Farhana states,

> *I take private tuition in English online because I'm weak at English and having a tutor will help me with the basics. It also makes me do well in my exam makes me proficient in it. (DU FAR 4)*

4.2.2 Quality of Lecture and Time used in Online PTE

4.2.2.1 Quality of Lecture Delivery

Almost every student participating in the interviews positively gave their opinion about their teacher. According to Suhi, one of the participants, appreciate her tutor's effort and praise her patience regarding lecture delivery and mentions that,

I would have to say yes, as she fulfilled all my needs and answered all my answers, helped me gain knowledge, and helped me by providing different strategies. She also made sure I understood all the lectures by giving examples. Also, I had the freedom to present my thoughts as my tutor was friendly (DU SUH 36).

Just like Suhi, other student participants Farhan, Imtious, Alif, Afnan agrees about this aspect that their teacher gave enough effort and they did not find any difficulty while comprehending the lecture. Participant Afnana says,

My private tutor was very understanding and friendly in every manner and he repeated any topic with which I was facing problems. He even took extra classes especially for me or some extra time just so I could understand properly (DU AFN 42).

Based on the above findings, it can be argued that the teachers' quality of given lectures is satisfactory. This is why the online PTE sessions were good enough for the students to learn properly and be benefitted from it.

4.2.2.2 Time used in Online PTE

In terms of teaching, time has great importance and it takes into little consideration where the teaching is taking place, either online or in class. From all the interviews it was the motive to find out if the tutors provided enough or not. All the participants support the adequacy of the tutoring session that the tutor provided them. For instance, Farhana mentioned,

My tutoring session continues 1-1.5 hours long. Very rarely it goes up to 2 hours when we face any technological difficulty. Mainly, my tutor ensures that I understood that day's lecture and was clear about every concept (DU FAR 22).

Moreover, another student Afnan, while agreeing with the above concept stated about his tutor that,

My class duration with my tutors was around 1-2 hours depending on the concept. My tutor always tried to clearly explain everything and if I didn't understand then he would just take more time and slowly explain it to me with examples that too without getting angry (DU AFN 22).

According to Chaney (2001), online the teachers did not have any other way to teach except through the online platform so they were more attentive all the time and took care of the students more. As they were not physically present there, so the students could lose track anytime, that is why they gave more attention and frequently checked their students' presence with them. In this way, they became more attentive towards their students and gave more time also gave the lectures more heartedly.

4.2.3 Outcomes of Online PTE

Regarding the outcomes of the online PTE, the researcher wanted to know whether this way of conducting sessions had a positive outcome for the students. Almost all the student participants agreed with the assertion that online PTE has positive outcomes for students. One of the participants, Imtious stated regarding this,

I would say the outcomes and the different strategies that I learned from my tutor were the best part as instead of sitting idle I learned from her so I was gaining knowledge. I benefitted after joining the online sessions (DU IMT 38).

Another student participant, Alif said,

Well, online tuition is much more convenient for me in terms of learning outcomes as I can learn at my own pace so I took time and learned perfectly. And lessons are easily accessible also entertaining so I had the motivation to study as well. So, this helped me to learn and move ahead and not fall behind (DU FAR 38).

The above findings imply that online PTE does indeed have positive outcomes for the students. This matches with the statement made in other literature that learners who take part in PT sessions perform better than those who do not take part (Bray, 2007; Bloom, 1984; Ekici, 2005 and Walberg, 1984). As general PT helps students then taking part in online PTE sessions will indeed have a positive impact on students' academic achievement.

4.3 Teachers' Perceptions regarding Online PTE

4.3.1 Teachers Attitude about Online PTE

The important pillar of online teaching would be the tutor. Their interest and skills in handling online classes are some essential aspects. How did teachers perceive online classes, whether teachers are capable of handling online classes, these are the questions that arise before implementing it because some of the faculty members may not always have the competency to teach courses online (Sims et al., 2002).

When the teachers were asked about their feelings towards taking PTE sessions online, all of them had positive answers. All the teachers approved their students' usage of the online platform for PTE because it helped weak students to keep working on what they lack (Khaydarov, 2020) also helped them in academic achievement. While agreeing to this, Rezuana states,

> *In this situation, I think online PTE is a positive thing and necessary for students. It is*
> *helping them not to waste time but to gather knowledge (DU REZ 8).*

Likewise, another teacher Arnob, added with this statement that, it is indeed helping students to gain some knowledge and not hampering their studies.

I think sitting at home and doing nothing is pointless. at least the students will learn something in the comfort of their home while at the same time-saving money on transport and discounted tuition fees (DU ARN 4).

Here, from this statement, we also see that the teachers are positive about online platform tuition classes because it is saving their time and money on the road. They are also attending this session from a comfortable place which is their home. These statements indicate that teachers were likely to be supportive of this idea of online PTE sessions and no negative aspects were risen here.

4.3.2 Impact of Online PTE on Students' Learning

All teachers had this belief that online PTE was indeed effective as it is putting a positive impact on students' knowledge. They also observed that there were significant improvements or changes in their academic grades as well. One of the factors as to why the students were doing better in online PTE was that it had a more flexible learning environment which gave the chance to meet students' individual needs (Khaydarov, 2020). A good reference was made by one of the teachers, Sabira regarding this,

My students understood better when I used to take the classes face to face but because of taking online PTE sessions, they are not falling back. In fact, their grades are increasing as they are practicing and learning every day (DU SAB 42).

However, another teacher while answering the question as to which platform has more good effect on students, Rezuana, states that,

Face to face was indeed a good platform for students to learn and do better. Because whenever I ask my students whether she can understand, I mean during COVID-19 as all the classes were taken from schools were held online, what I found is that she doesn't really concentrate on her classes, she becomes distracted. So, I had to put extra effort

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to make them understand, and even then, sometimes they did not understand properly

and struggled. As a result, sometimes did not do well in their exams...So that's why I

think face-to-face is good (DU REZ 43).

From these two statements, we can see some contradictions as it varies from student to student. Moreover, it also depends on teaching and lecture delivery as in physical classes teachers could use writing papers in front of them to make students understand a point but online, they had to use the virtual whiteboard or another medium they found convenient.

4.3.3 Keeping Students Motivated

Savenye (2005) stated that maintaining the students' motivation to keep active in online learning is one of the challenges. Meanwhile, "successful students tend to have stronger beliefs; they will succeed, higher self-responsibility, higher self-organization skills, and better technical skills and access" (Savenye, 2005). Therefore, according to Chaney (2001), students should monitor their motivating factors because that will contribute to the continuance of learning duration. The students who lose their motivation, whether intrinsic or extrinsic, can quickly lose their goals and achievement.

I try to motivate my students during online classes (DU SAB 33)

Teachers motivate students regularly to engage them and teachers contact students. Most teachers set standards for contact and engagement for the productivity of an online class, ensuring that no student misuses the online platform (Priyadarshani, 2021).

If there are no grades or no exams, then she won't study that much… Also, her parents

want her to get a good grade. That's why she is studying and taking online tutoring

sessions (DU REZ 12)

It was found that along with internal motivation some external motivation also had an impact while students were taking online PTE sessions. For example, Rezuana while mentioning her students' motivational factors she mentioned that when there is exam pressure her students' study properly. Moreover, she also mentioned that her students' parents' also pressure or motivate the students to study and do better. Hence, these factors also are highlighted when we consider motivational factors.

4.3.4 Conducting Tests and Evaluating

This has been one of the major areas of online PTE sessions where most teachers answered negatively. According to all the teacher participants, they are still struggling while evaluating students' tests and performance online. When teachers were asked how they were attempting to conduct the tests, all the teachers mentioned that they were using different social media platforms such as WhatsApp, Messenger to provide the question and allocate time to give the exam while they are present through webcam or video call in Zoom meeting or Google Meet. In this regard Arnob states,

> *I conduct tests in zoom meetings where the student must give their exam in an allocated time frame. They also have to turn their camera on so that I can monitor and they cannot take unfair means at the same time ask questions if they have any query.*

> *(DU ARN 32)*

Even though, the teachers did not find much trouble while taking the test but checking the scripts and providing feedback was a tormenting job. Most students wrote with pen and paper so the form of the script was mostly in image files which were difficult to check and mark where there were some faults. On this note, Sabira states,

> *I try to share my screen and present the image while pointing out the mistakes but it is quite a hassle as sometimes it is quite difficult to indicate all the mistakes (DU SAB 28).*

Hence, from the responses of the teachers, it is visible that conducting an online test to some extent is manageable but while giving feedback to them is quite a challenge for both of them.

4.4 Challenges Faced in Online PTE

4.4.1 Lack of Education Friendly Environment at Home

The environment is known to be the most dominant amenities of language learning as it easily affects the process of language learning whether negatively or positively (Krashen, 1976). According to most of the participants, the home environment from where they participated in the online PTE sessions was not efficient enough or friendly enough to facilitate language learning. Alif, a participant who was a student shared her experience while taking the interview and mentioned that,

Mostly my home environment is chaotic as there are a lot of people at my home.

(DU ALI 8)

For the students and the teachers as well as for the family members, tutoring session online is a new concept. Moreover, in our country, people live at home in a carefree manner where they call each other loudly and talk without thinking about their surroundings. Hence, in this environment concentrating is hard especially if the tutor is virtually present and not physically.

On this note another participant Afnan says,

My family keeps on talking loudly which interrupts the session especially my small brother, he keeps on coming to my room and talk about other stuff. (DU AFN 10)

This indicates the fact that the home environment constrains language learning if it does not work in favor of the education-friendly environment. Students can feel safe and comfortable at home which can lead to a positive attitude towards learning hence, the environment is an important factor while taking the online PTE session at home (Lasnumanda & Tarigan, 2020).

4.4.2 Connectivity Issues in Online Session

The biggest challenge faced by the students learning English in an online setting lies in the technical issues. The most mentioned problem was related to the condition of the internet connection. The respondents mentioned bad internet connection hindered the learning activity, interrupted the communication between the learners and the tutors and they felt the situation made the learning activity less interactive as well (Lasunmanda & Tarigan, 2020). Regarding this, Sabira states,

> *The network didn't work properly I had so much trouble to understand the lesson as the connection was breaking off continuously (DU SAB 16).*

Students' and teachers' struggle regarding this connection issue endlessly. It is frustrating from both ends as both the teacher and student face difficulty conveying the lecture and comprehending the lecture. Tutors of the online platform need to ensure that the students are understanding the subject and will provide academic support accordingly however, they are unable to do so as the internet connectivity stability is very questionable (Hampel, 2004). Supporting this participant Imtious states,

> *At times when due to a network issue the connection is not stable, I get late response from the student and can't move ahead (DU IMT 18)*

In this manner, the internet connection is playing a big role while conducting online PTE sessions.

4.4.3 Concentration Problem

Almost everyone participating in this study agrees that they faced their concentration problem while studying and taking online PTE sessions. This may not be a technical problem but it remains to be a crucial problem. The idea of studying online is a new concept for all the participants which provides room for uncertainty in them. Commitment to online tutoring is

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very much important however, the majority of the studies on online tutoring point that there is lacking deeper focus from the learners' side (Kao & Chou, 2018).

It's really hard to concentrate as the teacher is not physically present there

(DU AFN 34)

Moreover, another participant while agreeing to this stated that,

Sometimes I can't concentrate properly due to social media. (DU FAR 34)

When teaching online, you need the willpower to stay focused otherwise the short attention span will get even shorter. In this online session, everyone works from the comfort of their own home and we do not have any choice but to give in that comfort (Kao & Chou, 2018). All the student participant Alif, Imtious, and Farhan agrees with this statement and mention that,

As my teacher is not in front of me during online class, I tend to get distracted easily by my smartphone. I can't concentrate properly due to social media. (DU FAR 34)

4.4.4 Lack of Technological Familiarity

Technology allowed us to take sessions or classes through face-to-face communication however, it does not guarantee success (Bryant, 2011). To conduct online classes different platforms were there such as Google Meet, Zoom, Skype, etc. However, all the participants mentioned that they used the Zoom app for their session as they prefer it more than any other platform. Even though they had ideas regarding the Zoom platform yet they faced a lot of issues while being part of online PTE sessions. Regarding this, participant Alif states,

I didn't know how to work on the tools and the network kept on disturbing us as well

(DU ALI 16)

These technical problems influenced and affected the session. For example, one of the participants Sabira tried to share her screen and point to some facts but was unable to do that due to some technological difficulty.

> *It is very problematic if you don't know how to operate. Like screen sharing, pointing out mistakes, or writing on a document, sharing materials through different tools comes to mind with which I have faced problems. (DU SAB 18)*

In this manner, even though they got to know different platforms through which they could conduct classes and share materials easily (Tabassum et al., 2021) but they also faced these challenges as they all are not highly educated about the usage of different tools.

4.4.5 Financial Transaction in Online PTE

Finance is one of the determinant factors that were found during all the interviews. In the context of this study, data related to financial transactions were collected through interviews held with tutors and students.

To begin with, the researcher wanted to know whether students paid fairly for online PTE or not. Most tutor participants agreed and said that they were indeed getting paid fairly even if the session was being held online. However, one of the tutors Arnob said regarding this,

> *They are still paying me; however, they decreased the pay from before. They think that as I am conducting the sessions online so I am not giving that much effort and time.*
>
> *(DU ARN 20)*

This indicates that online PTE session has some impact on parents which makes them think that the tutors are not giving effort that much or they do not give much time and does not have any extra cost for transportation hence it is alright to decrease their pay a little. In addition to this, from the study, it was also found that there were some extra charges found which indicated

as extra cost while conducting online sessions. For example, some students did not have a laptop at home. Hence, to study online at ease they had to buy a laptop. Regarding this, Imtious stated,

> *We have mobile phones but my mother and father did not allow me to buy a pc or a laptop. But when I had to attend classes online for school and private tutoring, they had to buy me a laptop as attending classes with a mobile phone could be distracting. Also, a call can come at any time during the session, which can be a hassle.*

> *(DU IMT 30)*

Moreover, another feature related to a financial transaction in online private tutoring was that all the participants had to bear some extra cost only to buy some internet packages. According to Tabassum et al. (2021), to attend the online sessions both the teachers and students had to use extra mobile data despite having a WIFI connection. Agreeing with this fact, one of the students Afnan states that,

> *I had to keep backup data always on my mother's mobile as our network was unstable most of the time. (DU AFN 30)*

The above finding discloses that indeed these financial costs are creating obstacles while conducting PTE sessions online.

Chapter FIVE

CONCLUSION

5.1 Introduction

This concluding chapter aims at discussing the implications and recommendations for Bangladeshi ESOL learners while participating in the online session for PTE. The study attempted to fill the gap of knowledge regarding perceptions that teachers and students have while taking a part in the online PTE sessions. In addition, it also explored the challenges they faced while taking these sessions.

The research question of the study was:

      1. What perceptions do the students have regarding online private tutoring in English?

      2. What perceptions do the teachers have regarding online private tutoring in English?

      3. What challenges do students and teachers face in online PTE?

5.2 Contributions of the Study

5.2.1 Implications for Knowledge

Current studies on PTE cover different aspects of the field such as learners' perspectives about private tutoring, Chinese learner's experience of private tutoring, mothers' experiences and perspectives, negative and positive implications of PTE (Tarigan & Lasnumandan, 2020; Yung, 2015; Lee, 2014; Mustary, 2015). However, very few studies have explored the area of online-based private tutoring in English. Moreover, given the rise in usage of the online platform, it is important to acknowledge the students' and the teachers' perceptions about being

part of the online PTE session along with the challenges they face. The study thus bridges the gap of knowledge in the field of learning the perception of the learners and the teachers along with their faced challenges. It fills the gap in how students from an ESOL country like Bangladesh are feeling being a part of this new platform and how it can be improved.

5.2.2 Implication for Theories

In this study, I have adopted the conceptual framework from Stufflebeam (2003) and brought some changes to that model. Through this study's conceptual framework, it was tried to find out the perceptions that students and teachers face regarding online PTE along with the challenges. I have added some elements along with the original model which will be more applicable for this study and the students of ESOL contexts like Bangladesh. For example, I have added the challenges' part which was brought out after I conducted the study hence, I added that element. Moreover, I had to omit some parts from the original model because they did not fit with the context of this study. Additionally, this study can be a guide for upcoming studies where they can work on the perceptions and challenges found here and take it further for more findings in different directions. Also, this study was conducted in a qualitative method, hence, in future studies can use a quantitative method or a mixed method to do the study.

5.2.3 Implication for Pedagogy

In an ESOL country like Bangladesh taking private tutoring is a broadly known phenomenon. However, taking private tutoring in English online is on another level and not everyone has experience with this set yet. As the platform itself is a new concept and is not widely known to all the people in Bangladesh, hence, some obstacles need to be cleared so that online platform usage can be operated smoothly and be utilized with its full potential. According to Aksal (2009), getting an education through an online platform is an approach to learning and teaching

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which utilises the usage of new technology for communication and collaboration in an educational context. In this regard for the context of this study, I have reflected on the skills that need to be accommodated to students while tutoring through an online platform. For instance, pedagogical expertise who are involved in the online PTE sessions should give students various examples, try to accommodate different strategies for learning, and try to motivate students to use different resources (Gerrard, 2002). The tutor who is providing online tutoring has to choose the right materials, activities, teaching strategy to support the students on a virtual platform. Aspects of the tutor's role include answering questions, clarifying different points, diagnosing the misunderstandings, providing alternative explanations, helping students associate materials with individual situations, and applying principles to practice (Chan, 2002). This is why this study proposed to demonstrate the different perceptions of students and teachers regarding online PTE. Through this study, the field where they are lacking will be highlighted and therefore, they can work on that to improve. The implementation which will be found from these perceptions will help to improve the experience for both the teachers and the students.

5.2.4 Implication for Society

Due to the COVID-19 pandemic, worldwide education has changed significantly. However, because of technological advancement, we did not have to just sit around at home and we were successful to meet our educational needs. In this online platform, the use of multimedia replaced the traditional method of teaching. This way of teaching can be easily pursued in the future whenever it is necessary as everyone nowadays has access to and the availability of the gadgets along with the internet connection. From this study, the findings can be applied to practical scenarios and the society can develop more. For instance, as this way of taking private tutoring may stay longer and prevail in the future hence, the concerned government can take into account the mentioned perceptions and challenges that the students and the teachers faced

and work from there. To improve the education system, the government can provide the necessary support regarding network connection and necessary gadget support to help in the process. Moreover, authorities can also work on the cost of the internet packages and the gadgets so that every student even who are in the rural areas can avail private tutoring when they need to.

5.3 Recommendations

After referring to the findings of the study, several recommendations that I would like to provide are as follows:

1. This online platform for private tutoring in English may prevail in the future, hence, the teachers who provide tutoring need some proper training and guidelines for this. This will help them utilise different tools on online media and make the teaching interesting.

2. The online teachers should employ different ways of teachings which make the topics interesting that it motivates students.

3. While choosing the materials, online teachers should keep in mind that the topic and content be easily available to the students. It should have a balance of knowledge and entertainment.

4. Students and teachers both should make their families understand the concept of online private tutoring as when they study the noises in the background creates distraction and makes them break their concentration.

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LETTER OF CONSENT FOR PARTICIPANTS

Dear participants,

My name is Mahinur Akhter. Currently, I am pursuing for my undergraduate study in ELT from BRAC University. I am doing a research on "Perceptions of Secondary level Students and Teachers taking Private Tutoring in English Online in Bangladesh". The objective of my study is to explore the perception that students and teachers' have of online private tutoring. To be a part of this study you will have to sit in an interview session with me where you can openly give me your opinion and share your feelings. I will also record your interview and it will only be used for the purpose of this study and will not be shared with anyone else. Your cooperation in this regard is very much appreciated.

Thanking you

Mahinur Akhter

B.A. in English

BRAC University

APENDIX B

Interview Questions for Participants

For Teachers:

Interview Questions (IQs)	Background Information	RQ1	RQ2	RQ3
1. What is your level of education?	X			
2. Why have you decided to teach students online?	X			
3. Do you think online PTE helps students?			X	
4. What kind of environment you normally face when you tutor your student? I'm asking about the environment at your home and both at the student's home?			X	
5. What factors do you think motivates a student while they are in a tutoring session?			X	
6. Please describe a time when the online tutoring session went well and then a time when it went bad.				X
7. How do you adjust your instructional practices when you have determined that the tutee is not comprehending the subject matter?				X
8. What kind of material do you use to teach the students? And how do you share those with them?			X	
9. Do you feel any challenges while taking classes in online PTE sessions? If yes, then what are those challenges?				X
10. Do you get desired tuition fees from the students? Do you need any extra cost while using the internet for the session?			X	
11. What are your remarks on the fact that online PTE helps student to build confidence, develop learning strategies and promotes critical thinking?				X
12. What do you see as advantages and disadvantages of online PTE?			X	

			X	
13. How do you perceive the online platform as your instruction platform for students?			X	
14. In which platform students did their best? In online or face-to-face session?			X	
15. Are all the students obedient in online session? How do you handle disobedience? What amount of coordination you get from the students?				X
16. How do you make use of the study materials?				X
17. In what way do you conduct the tests?				

For students:

Interview Questions (IQs)	Background Information	RQ1	RQ2	RQ3
1. Please share some details about your educational background/ qualification	X			
3. What are the main reasons for getting private tuition of English in online? Who encouraged you to take online PTE?	X			
4. Did your parents select the tutor from whom you are taking online private tuition? How did they decide that you need a tutor? Did you tell them or was it the parents of other students that influenced? Or was it the teachers?	X			
5. If you have a need to take online private tuition, is it mainly because you want to do well in the exams? What other factors do you think that motivates you to take part in online PTE?	X			
6. Why do you think it is important to take English tuition? To get good results or are there other reasons? Can you share your opinion?	X			
7. What things which are done in online PTE help you the most? Is it the notes or is it something else?		X		

8. How much do you rely on online PTE? Is it very helpful? Are you satisfied? Can you explain?		X		
9. What changes did you see in your results before and after taking the online PTE?				
10. How much money do you spend for your tutoring every month?		X		
11. Was there any extra cost to attend in the online PTE session? Like buying internet packages?				
12. How often did you attend a lesson? How long was it?		X		
13. How did the tutor share the material which was used during the session? Through email or Zoom chat?				
14. What was your home environment like? Were your parents supportive during the sessions?		X		
15. What do you think about this form of English tutoring? What were the pros and cons of this form of tutoring to you?		X		
16. What was your parents' attitude about your attending English tutoring?	X			
17. How the tutor taught you in this session? Can you explain or give an example?				
18. Did your tutor take any exams online? If so, how that was taken kindly give an example and elaborate?				
19. Did your tutor fulfill all your needs and queries? Did you have the autonomy to present your thoughts?				
20. Which instance of online tutoring was the best for you in learning English in terms of your learning outcomes, motivation, and strategies? Why?		X		
21. What challenges did you face during this online PTE?				X
22. What did you do or what your private tutor did to overcome the obstacles?				X

APPENDIX C

Sample Interviews of Participants

Notational Conventions of the Interview Transcripts

	Notation	**Meaning**
1.	DU	Discourse Unit
2.	I	Interviewer
3.	[ ]	For showing action [Laughs]
4.	,	Small pause
5.	…	Long pause (if in the middle of the sentence) Incomplete sentence (if at the end of sentence)
6.	Umm/uh	Hedging in speech
7.	DU REZ 22	DU <space> student name's first three alphabets <space> DU number DU REZ 22 refers to Rezuana's DU number 22.

SAMPLE INTERVIEW

Participant 1: Rezuana Tabassum

Date: 14.11.2021

Time: 11.30 am Via Zoom Meeting Application

DU	Participants	Questions and Answers
1	I	Hello, how are you today?
2	REZ	I am fine. Thank you for asking. What about you?
3	I	I am fine too. So, let's start. Can you kindly state your name and your level of education?
4	REZ	Hello, I am Rezuana Tabassum. I am currently in my fourth year of under graduation. I am doing Bachelor of studies in English. I studied from Bengali medium school. My SSC is from Sher e Bangla Nagar school and HSC is from college from Cantonment.
5	I	Why have you decided to teach students online?
6	REZ	It's solely because of some source of extra money as in earning. There is no other reason here.
7	I	Do you think online PTE helps students?
8	REZ	More or less. It's not like just um when we teach the students face to face, it's really not like that, but yeah, to some extent it helps. So for instance, it's better to at least gain some knowledge rather than sit in your home and also it saves some times for instance the transportation fees and also the time they will spend on the road. So yeah, they can utilize those times and gather some knowledge.
9	I	Okay, that's good. Now, I'd like to know about the environment you actually face while you, you know tutor your students. Like I'm asking about the environment at their home. Also, at your home when you actually conducting the session.
10	REZ	It's not very feasible because first of all as all my students are in their homes so all her family members are talking and there are some noises going outside. Sometimes it's more like their parents are following them to know something. So yeah and also in my family it happens a lot but there are many things like the internet connection, it's the worst case I face. For instance, if I tell my student to turn on her video what happens is instantly, it kills the internet and the connection just goes off. So, I cannot ask them to turn on the video, not mine as well, but yeah, and as a result it creates difficulties in teaching. Because afterwards, what happens is that, it's very hard to know whether my student is I didn't give to my speeches or listening to me. So, I have to make something will come up with something and that could grab their attention of what I am saying. So, I need to ask her questions

		frequently or I have to ask if she is understanding me are not. So that I can make her engage with me more or otherwise, it's really hard to keep her attention.
11	I	Okay, so, moving on to the next question. What factors do you think actually motivates a student while they are in a tutoring session? Like what factors can think of that they actually are motivating them because you just said that, it's hard to grab the attention or hold the attention.
12	REZ	I think only the extrinsic motivation works here not intrinsic because I only can say about my student because she is more or less studying for good grades. If there are no grades or no exams, then she won't study that much. So, yeah, she is extrinsically motivated. Also, her parents want her to get a good grade. That's why she is studying and taking online tutoring sessions as well.
13	I	Okay, so you are saying mainly the extrinsic factors like good grades or her parents are actually making them taking part for tutoring. Okay. So, can you describe a time when the online tutoring session went well and then our time that went actually bad
14	REZ	Yeas
15	I	Okay. So, can you describe a time when the online tutoring session went well and then a time that went actually bad?
16	REZ	Sometimes when the internet connection is really good, at that time it went really well. It is like one day I can share my screen with her and I can type and show her some grammatical rules as the connection is really stable. It feels just like the face to face classes. At least just like that to some extent. I can share every material and I can teach her that well but otherwise it's really difficult to you know conduct classes online if the connection itself it unstable but yeah more or less it's good.
17	I	It means without the internet issue it is not that big of an issue. So how do you adjust your practices like instructional practices when you see that the tutee is not actually comprehending the subject matter. So how do you actually adjust with that fact?
18	REZ	When she doesn't understand what I'm saying, or is not understanding the topic then I try to give her examples as in more examples. It could be about my situation or I make examples with her family or her herself. So, what I do is first of all, I give her an example and I ask her to give another example or come up with another example and just to see that she has comprehended it well.
19	I	Okay, so what about use of Bengali while you are teaching? Like she's not actually understanding the fact, then do you use Bengali to actually, you know, make her understand or anything?

20	REZ	Actually, students from Bengali medium, they don't prefer English while a teacher is giving them a lecture and it's sometimes hard for them to also understand English if I tend to teach them continuously in English. So, for my student, I teach her in Bengali throughout the sessions, Sometimes I use English, but if she doesn't understand that, I need to translate it into Bengali to make her understand that.
21	I	So, it's like a mixture of English and Bengali, it's fine. Alright then let's move on to another question that I want to ask, is that what kind of material you actually use when you teach the students and how do you share those with them, because it's an online session. Right? So how actually use those and how you share them with the students?
22	REZ	Okay, the material is mostly the educational materials that the government provides. So, there are two forms, pdf is video form and which I have with me. And one the book, the textbook, she has that. So, when she opens a chapter then she tells me that "Miss you can go with this chapter" then I just open the pdf. And this is how I usually uh communicate with my students. But there is one thing that sometimes there are some guidebooks like Chowdhury and Hussein English grammar and other grammar books that I usually don't have or I don't even have the pdf form. Then what we do is she sends me some pictures of it. Like for instance, I'm teaching her a particular chapter. So, before the classes, she sends me all the pictures first and then I ask her to open those pages and then we teach and learn.
23	I	Okay, so you were saying that she sends you the pictures of those book pages. Which medium does she uses to send those pictures?
24	REZ	WhatsApp or Messenger. We use both and when we conduct classes usually, we use the zoom platform.
25	I	What about other platform or what other materials do you use? Like do you use any extra videos to show how they can understand the topics. how do you share those?
26	REZ	Mostly I give her all the links. Videos about grammar rules where children are teaching or Children are speaking in a very fun way about all the grammar rules. So, I give all those videos through WhatsApp or Messenger. And sometimes in class if I feel that the necessity then I just share the screen and share the video with her.
27	I	Okay. So, you have already mentioned that when you have a bad internet connection you face a lot of problems with teaching. But do you feel any other challenges while taking the classes in online private tutoring sessions?

28	REZ	Any other challenges? Yeah, grabbing attention then providing her homework's and because I need to think that whether she can understand and can complete her all the homework's or not. Then assigning different task. This all are some challenges I face.
29	I	It's like environment problem you're facing already mentioned that and internet them. And then now you're saying like grabbing the attention because they can easily lose attention. Right. And assigning task. Okay, thank you. Now can you share some incidents that indicate success and failure in teaching so far? Like any incident that happened, you know, like while you were conducting the session. Can you share some incidents that actually indicates it was a successful private tutoring session and some incidents indicating it was a complete failure while teaching?
30	REZ	Yes, there is one time when I feel that is completely failure. It's also due to the internet connection because the internet connection was losing for every five minutes. So maybe I'm teaching her some rules and at the time the internet connection was gone. So that was a time when she wasn't understanding or comprehending what I'm saying. Also, I couldn't make her understand because all the time it's like "cut and please you can join again cut and join again". And yes, there is also a session where it felt like a successful session, I've already mentioned it previously that when my internet connection was really good and I can share my screen, communicate and I could teach her in a way where it feels like face to face session. Like through sharing a screen or showing her videos. Yeah.
31	I	Okay so you are talking about internet all the time. What about electricity? Do you face any problem regarding electricity?
32	REZ	Still not now because in our area it's more or less stable or even not stable then there is a generator. That's why I usually don't face it. Also, my student, she can come up with mobile data and that's why it's not that much but yeah sometimes like one day in a month or so maybe it happens that we cannot conduct a session due to the electricity.
33	I	Oh, that's good. So, I would like to know some advantages and disadvantages of online private tutoring?
34	REZ	Maybe advantage is that it doesn't consume extra time or it saves time on the journey. The student can take sessions anytime if they want and if the teacher has the time also. So, yeah, time saving is an advantage. Also, a teacher can provide a good time and give proper attention. Like for instance in face to face she can take maybe one-hour classes but if it's in online class she can take two hours or sometimes it gets like 2.5 hours. So, this time is the main factor here.
35	I	And disadvantages?

36	REZ	I would say disadvantage is grabbing their attention also checking the script. Like if I give her some task, home task, then she is doing it. And if I find any mistake when she provides it me back to through the online platform, like WhatsApp or Messenger and then if I find some mistakes, it's really hard for me. it becomes really hard for me to make her understand that "okay here you did mistakes and this is why you did" because sometimes she cannot understand through the online because I cannot write it or I cannot mark , I cannot point out all the time, all the mistakes. Because she is not seeing those things face to face, like in face to face teaching. That way is really helpful because the teacher can instantly make those corrections or even if the students do not understand it, then she can point them and give some more examples and make it clear and clearer. But you know online, it's not like that.
37	I	Okay, so my next question would be that for you, how do you actually perceive the online platform as your instruction for students? Like in comparison with face to face platform? Like how do you actually perceiving this online platform for tutoring sessions?
38	REZ	For me, it's still not really good. I mean online teaching in comparison with face to face, we are used to with it. It's really convenient for us when we are teaching the students face to face to and make them understand everything and pointing out everything or making the rules or maybe asking them questions. Because my student, she is more into learning when you are actually seeing it or visualizing it. However, in online it is not possible more or less. Like if I tell you about my student, then she is like distracted all the time. I need to grab her attentions. So, I don't think that online platform is good for these instances.
39	I	So, you're saying that online platform is not good. So, you're actually voting for face to face session. Now, you have experience of both sessions, like in both platform, both in face to face also in online. So, which platform do you think the students actually doing their best? in online or in face to face case?
40	REZ	I think face to face?
41	I	Okay
42	REZ	Because whenever I ask my students whether she can understand, I mean during COVID-19 as all the classes were taken from schools were held in online, what I found is that she doesn't really concentrate on her classes, she becomes distracted. Sometimes she couldn't even tell me what the teacher has taught her in the class. She couldn't tell me what that the teacher instructed or not. Yeah, this is this is something really concerning in online.
43	I	Okay, so let's come to the fact that you are not in exactly in front of your students. So, do all of your students actually obedient are

		in online sessions. Are they obedient to you? or if not, then how you actually handle those disobedience? and what kind of or what amount of coordination you get from your students?
44	REZ	Alright, so actually I teach as one on one mode. But the thing is sometimes I need to make her obedient. Sometimes I need to use rewards or sometimes I need to use punishments. Punishments as in, I don't beat them or I don't shout at them. But what I do is I give her more homework's like for instance, she made a mistake or she may be isn't concentrating on the classes more. So, what I do is I ask her to read those passages maybe 20 times. Sometimes, I asked them to write one thing for maybe 30 to 50 times. Just to make her under control, give her a boundary and make her obedient.
45	I	Okay, so you also get coordination, right? Like they actually do help out or they actually coordinate with you while you are taking the sessions?
46	I	Yes, of course when she does it, I give her rewards, like I praise her or maybe I write some good remarks on her notebook so that she can show that to her parents. And with this, she can also get praises from her parents also. Sometimes I gave her some chocolate so that she gets motivated through that.
47	REZ	Okay, so another question about your materials, like how you actually make use of those study materials? like how actually you conduct the classes?
48	I	I conduct in online through online Zoom Platform, WhatsApp for sharing the materials, and Messenger as well for sharing materials. First of all, I ask her if she had done all her previous tasks that I have given her and then I give a lecture on the new topic, I mean it's not a one way lecture, like maybe I'm reading out one line and ask her, whether she understands the topic, if she doesn't. Then I make it clearer by giving examples or maybe her, later on I provide her some task for the next day as her homework.
49	REZ	Okay, can you tell me about the test, how do you conduct the tests?
50	I	It's like the face to face tests. For instance, like when we give exams face to face, there is a question paper. So, in online classes what I do is I make some questions and give her the word file before taking the test. Then she opens it and gives answers. But I make sure that it's a limited time. I mean maybe one and a 1.5 hour her. And during that time, I stay present on the Zoom platform so that if she doesn't understand something she can ask. I strictly monitor that so that she doesn't take more time than allocated.
51	REZ	While is taking exams, you actually monitor them through the video camera?

52	I	Yes, sometimes but mostly not. So, what I do is as she has an older sister, I ask her to take all her books. In that way we both keep an eye on her so that she cannot cheat.
53	REZ	Okay so thank you, I have no further questions but if I have any more follow up questions, can I contact you for future references?
54	I	Yes, of courses.
55	REZ	Okay so thank you so much again for your time. Um Thank you for helping me in my study.
56	I	You are welcome.

Appendix D.1

Sample of Coding Template by The Researcher:

Interview Question	Subordinate key word of question	Subordinate main point from conversation	Elaboration examples from verbal to support the subordinate	Occurrence main idea transferred into the form as key word(s)	Frequency of occurrence	Ordering of discourse unit
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**
Do you think online PTE helps students?	∗ Online PTE ∗ Helps	∗ saves time ∗ gains knowledge ∗ saving money	"It's better to at least gain some knowledge rather than sit in your home and also it saves some times for instance the transportation fees and also the time they will spend on the road"	∗ Time saving ∗ Gaining knowledge ∗ Saving money	1 1 1	DU REZ 8
What kind of environment you normally face when you tutor your student? I'm asking about the environment at your home and	∗ Home environment ∗ Tutor students	∗ Noises ∗ Problematic Internet connection	"All her family members are talking and there are some noises going outside… there are many things like the internet connection, it's the worst case I face"	∗ Family members talk ∗ Background noises/ Interruption ∗ Unstable internet	1 1 1	DU REZ 10

both at the student's home?					
What factors do you think motivates a student while they are in a tutoring session?	* Motivates * Tutoring session	* Extrinsic motivation * No exam pressures * No grading * Parents pressure	"If there are no grades or no exams, then she won't study that much… Also, her parents want her to get a good grade. That's why she is studying and taking online tutoring sessions"	* Extrinsic motivation * No exam pressures * No grading * Parents influence	1 1 1 1	DU REZ 12
Please describe a time when the online tutoring session went well and then a time when it went bad.	* Online tutoring session went well * Session went bad	* Good internet connection * Share screen easily * Show some rule formation * Good interaction * Share the material * Teach better * Poor connection means	"Sometimes when the internet connection is really good, at that time it went really well. It is like one day I can share my screen with her and I can type and show her some grammatical rules as the connection is really stable. It feels just like the face to face classes. So good amount of interaction occurs as well. At least	* Good internet connection * Share screen easily * Show some rule formation * Good interaction * Share the material * Teach better * Poor connection means difficult to conduct class	1 1 1 1 1	DU REZ 16

			just like that to some extent. I can share every material and I can teach her that well but otherwise it's really difficult to you know conduct classes online if the connection itself it unstable but yeah more or less it's good."		1 1	
difficult to conduct class						
How do you adjust your instructional practices when you have determined that the tutee is not comprehending the subject matter?	* Adjust instructional practices * Tutee not comprehending	* Provide examples * Ask for examples from the student	"I try to give her examples as in more examples. It could be about my situation or I make examples with her family or her herself. So, what I do is first of all, I give her an example and I ask her to give another example or come up with another example and just to see that she has comprehended it well."	* Provide examples * Ask for examples from the student	1 1	DU REZ 18
What kind of material do you use to teach the students? And	* Materials * Share with students	* PDF format * Text book * Pictures * WhatsApp/ Messenger	"When she opens a chapter then she tells me that "Miss you can go with this chapter" then I just open the	* Material diversity * Technological familiarity	1 1	DU REZ 22-24

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how do you share those with them?		∗ Zoom	pdf… I'm teaching her a particular chapter. So, before the classes, she sends me all the pictures first"			
Do you feel any challenges while taking classes in online PTE sessions? If yes, then what are those challenges?	∗ Challenges faced	∗ Grabbing attention ∗ Providing homework ∗ Assigning task	Yeah, grabbing attention then providing her homework's because I need to think that whether she can understand and can complete her all the homework's or not. Then assigning different task. This all are some challenges I face.	∗ Grabbing attention ∗ Providing homework ∗ Assigning task	1 1 1	DU REZ 28
Do you get desired tuition fees from the students? Do you need any extra cost while using the internet for the session?	∗ Tuition fees ∗ Extra cost for internet	∗ Fair tuition fees ∗ Sometimes extra cost for internet	"Till now I got fair tuition fees. In fact, as there is more pressure in online so they even paid me extra in the beginning. And for internet sometimes when I had severe net issues, I had to buy extra net packages so it cost me some extra money. Otherwise we have WIFI connection which covers	∗ Decent tuition fees ∗ Extra internet package cost	1 1	DU REZ 30

			our internet needs on a monthly basis."			
Could you share with me some incidents that indicate success and failure in your teaching so far?	* Incidents indicate success * Incident indicates failure	* Poor internet connection * Unable to comprehend * Successful session when internet connection good * Share screen * Show videos	"There is one time when I feel that is completely failure. It's also due to the internet connection because the internet connection was losing for every five minutes. So maybe I'm teaching her some rules and at the time the internet connection was gone. So that was a time when she wasn't understanding or comprehending what I'm saying…where it felt like a successful session, I've already mentioned it previously that when my internet connection was really good and I can share my screen, communicate and I could teach her in a way where it feels like face to face session. Like through sharing a	* Poor internet connection * Unable to comprehend * Successful session when internet connection good * Share screen * Show videos	1 1 1 1 1	DU REZ 30

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			screen or showing her videos"			
What do you see as advantages or disadvantages of online PTE?	∗ Advantages of online PTE ∗ Disadvantages of online PTE	∗ Saves journey time ∗ Time flexibility ∗ Proper attention ∗ Encourages critical thinking ∗ Boost confidence ∗ Grabbing their attention ∗ Difficulty Script checking	"It doesn't consume extra time or it saves time on the journey. The student can take sessions anytime if they want and if the teacher has the time also… Also, a teacher can provide a good time and give proper attention… students have to come up with new ideas, new way of writing. Then it also promotes critical thinking as well. And when they constantly work with different ideas it boosts up their confidence and they find any topic to write with very easy… disadvantage is grabbing their attention also checking the script"	∗ Saves time on the road ∗ Time flexibility ∗ Given proper Attention ∗ Promotes critical thinking ∗ Builds learner's confidence ∗ Attention span	1 1 1	DU REZ 34
How do you perceive the online platform as	∗ Online platform ∗ Instruction platform	∗ In person tutoring better	"It's still not really good. I mean online teaching in comparison	∗ Offline tutoring convenient	1	DU REZ 38

your instruction platform for students?			* Making them understand is easy in offline tutoring * Grabbing attention is hard * Gets distracted	with face to face, we are used to with it. It's really convenient for us when we are teaching the students face to face to and make them understand everything… my student, she is more into learning when you are actually seeing it or visualizing it… then she is like distracted all the time. I need to grab her attentions"	* Conveying lectures/ make them understand * Lack of attention * Lack of concentration	1 1 1	
In which platform students did their best? In online or face-to-face session?	* Platform * Online or face-to face		* Face to face classes better * In online they don't concentrate * Gets distracted easily	"Face to face. Because whenever I ask my students whether she can understand, I mean during COVID-19 as all the classes were taken from schools were held in online, what I found is that she doesn't really concentrate on her classes, she becomes distracted."	* Face to face classes better * In online they don't concentrate * Gets distracted easily	1 1 1	DU REZ 43
Are all the students obedient in online session?	* Students obedient		* Use rewards or punishment	"Sometimes I need to use rewards or sometimes I need to	* Use rewards or punishment	1	DU REZ 45-47

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| How do you handle disobedience? What amount of coordination you get from the students? | * Handle disobedience
* Coordination from students | * More homework as punishment
* Praises and good remarks as rewards | use punishments… But what I do is I give her more homework's like for instance, she made a mistake or she may be isn't concentrating on the classes more. So, what I do is I ask her to read those passages maybe 20 times. Sometimes, I asked them to write one thing for maybe 30 to 50 times. Just to make her under control, give her a boundary and make her obedient…, I give her rewards, like I praise her or maybe I write some good remarks on her notebook so that she can show that to her parents. And with this, she can also get praises from her parents also. Sometimes I gave her some chocolate so that she gets motivated through that." | * More homework as punishment
* Praises and good remarks as rewards | 1

1 | |

How do you make use of the study materials?	∗ Use of study material	∗ WhatsApp, Messenger for material share ∗ Review previous tasks ∗ Interactive session ∗ Give examples to make her understand ∗ Provide task for next day	"WhatsApp for sharing the materials, and Messenger as well for sharing materials. First of all, I ask her if she had done all her previous tasks that I have given her and then I give a lecture on the new topic, I mean it's not a one way lecture, like maybe I'm reading out one line and ask her, whether she understands the topic, if she doesn't. Then I make it clearer by giving examples or maybe her, later on I provide her some task for the next day as her homework."	∗ WhatsApp, Messenger for material share ∗ Review previous tasks ∗ Interactive session ∗ Give examples to make her understand ∗ Provide task for next day	1 1 1 1 1 1 1	
In what way do you conduct the tests?	∗ Conduct tests	∗ Like face to face ∗ Give question ∗ Give limited time ∗ I stay present during the exam	"It's like the face to face tests. For instance, like when we give exams face to face, there is a question paper. So, in online classes what I do is I make some questions and give her the word file before	∗ Like face to face ∗ Give question ∗ Give limited time ∗ I stay present during the exam ∗ Monitor strictly	1 1 1 1 1	DU REZ 51-53

| | | ∗ Monitor strictly | taking the test. Then she opens it and gives answers. But I make sure that it's a limited time. I mean maybe one and a 1.5 hour her. And during that time, I stay present on the Zoom platform so that if she doesn't understand something she can ask. I strictly monitor that so that she doesn't take more time than allocated. we keep an eye on her so that she cannot cheat." | | 1 | |

Sample Theme Generation Template

Research Questions	Challenges faced in online tutoring from both teacher and students' side?								
Interview Questions	What kind of environment do you normally face when you are involved in the online tutoring session?								
REZ	ARN	SAB	SUH	FAR	IMT	ALI	AFN	Sub Themes	Themes
All her family members are talking and some noises are going outside	People keep coming and going through the room which breaks the concentration with all the noise.	Even though the student is in their comfort zone at their homes but there are distractions as the home environment is not very secluded.	Most of the time my home during my sessions was really quiet but sometimes it was chaotic as well. Like, when any guests come it becomes noisy so I face problem at that time.	My home environment is very education-friendly. We don't have many people in our home so it's very quiet which helps me when I'm taking an online session.	Yes, my parents were very supportive during the session. My home environment is calming and comfortable for taking online sessions.	Mostly my home environment is chaotic as there are a lot of people at my home.	My family keeps on interrupting especially my small brother.		Background noises/ Interruptions / Disturbing educational environment

Education friendly environment |
Interview Questions	Describe a time when the online tutoring session went bad.								
REZ	ARN	SAB	SUH	FAR	IMT	ALI	AFN	Sub Themes	Themes

REZ	ARN	SAB	SUH	FAR	IMT	ALI	AFN	Sub Themes	Themes
It's really difficult to conduct classes online if the internet connection itself is unstable	When the connection is bad then it gets tiresome to repeat the same thing over again	At times when due to a network issue the connection is not stable, I get late response from the student and can't move ahead as the lecture doesn't go smoothly.	It was mostly smooth but when the internet was unstable, we had to face a lot of problem.	One day when my cousins came, I was too distracted to attend the session also after a while we faced severed electricity issue so couldn't continue.	Well, one day when it was raining and the network didn't work properly I had so much trouble to understand the lesson as the connection was breaking off continuously and I couldn't concentrate as well.	At the beginning of taking online sessions, one day the session went really bad as I didn't know how to work on the tools and the network kept on disturbing us as well.	My teacher is really supportive and gives a good lecture but sometimes I find the session really hard to grasp as her network connection gets interrupted too much.		Poor internet connection Distractions Lack of technological familiarity

Interview Questions	Challenges while taking or attending online tutoring classes.								

REZ	ARN	SAB	SUH	FAR	IMT	ALI	AFN	Sub Themes	Themes
Yeah, grabbing attention then providing her homework's because I need to think	It is specially very difficult to get the attention of the students. Giving them homework and	Unstable internet connections, Power outages and other technological ical	Challenges I faced was mainly with the internet connection as when it becomes unstable then there was a	I missed my sessions once or twice due to network issues. So, network connection was an	Sometimes I have to face network issues like internet connectivity of her than that it was okay."	Main challenge I would say for me was the usage of different tools as I	It's really hard to concentrate as the teacher is not physically present		Grabbing attention Assigning task Poor internet connection

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that whether she can understand and can complete her all the homework's or not. Then assigning different task.	collecting them is another hassle and students tend to escape by giving excuses like technological issue	limitations comes to mind.	lot of problem in understanding the lecture.	important issue while taking lessons		had not much experience using technology also I easily loose attention.	there and the network issues are the biggest challenge of online session.		Lack of prior experience in using different tools
Interview Questions	Do you need any extra cost while using the internet for the session?								
REZ	ARN	SAB	SUH	FAR	IMT	ALI	AFN	Sub Themes	Themes
for internet sometimes when I had severe net issues, I had to buy extra net packages so it cost me some extra money. Otherwise we have WIFI connection which covers our internet needs on a monthly basis	I'm using more internet packages now-a-days. So, some extra costs are occurring for that.	There are some added internet costs and device maintenance costs for online sessions.	No, there wasn't because we use Wi-Fi so we provide a bill monthly. But sometimes when I face some network issue, I need to buy internet for that time but it's rare.	Sometime when the internet was unstable, I had to buy internet package but that's very rare.	Yes, there is some cost, but not much. I just have to buy monthly internet package	Not much cost as we use WIFI at home so just the monthly charge but yes for a good connection we had to buy a new router.	I had to keep a backup data always in my mother's mobile as our network was unstable most of the time so yes, extra cost was there for me.		Extra cost for buying internet package

No extra cost for internet |
| **Interview Questions** | What do you see as disadvantages of online PTE? | | | | | | | | |

REZ	ARN	SAB	SUH	FAR	IMT	ALI	AFN	Sub Themes	Themes
Disadvantage is grabbing their attention also giving feedback as I need to point it so that they can see but it is sometime hard to share the picture and locate the problem.	This also lessen the face to face interaction which might affect a student and make them less confident. Also, it's difficult to hold a student's attention for a longer time	Mainly the face to face interaction is what I see as a disadvantage and maintaining attention.	I would say that it was the internet as if it was not stable then the session was really not good and I could not learn properly	Sometimes I can't concentrate properly due to social media.	It gets really boring and I get distracted easily. Also, to sit in front of a device for long hours is also tiresome	Technical issues that we face sometime would be the disadvantage along with the connectivity issue.	I would say that I find it really hard to get feedback from my teacher as she needs to reshare the mistakes with me and I need to locate it. Also, the fact that I lose attention easily.		Grabbing attention

Giving feedback

Less face-to-face interaction

Struggles dealing with online era |

APPENDIX D.3

Rating for Participants Interview

Please respond to the following themes by choosing 'Agree' or 'Disagree'. You can also suggest new theme on the comment's column

RQ. 3. Challenges faced in online tutoring from both teacher and students' side?						
Theme	Main Idea	Discourse Unit	Verbal Support	Inter-Rater		Comments/ Suggestion
Lack of education friendly environment at home	Disturbance in education environment	ALI 8	"Mostly my home environment is chaotic as there are a lot of people at my home."	Agree \	Disagree	
		AFN 10	My family keeps on interrupting especially my small brother.	\		
Connectivity issues	Internet connectivity issue	SAB 16	At times when due to a network issue the connection is not stable, I get late response from the student and can't move ahead	\		
		IMT 16	the network didn't work properly I had so much trouble to understand the lesson as the connection was breaking off continuously	\		
Lack of technological familiarity	Not tech savvy	ALI 16	I didn't know how to work on the tools and the network kept on disturbing us as well	\		
		SAB 18	like screen sharing, pointing out mistakes, sharing materials through different tools comes to mind.	\		

Concentration	Giving or getting attention is hard as the students get distracted easily	AFN 34	It's really hard to concentrate as the teacher is not physically present there	\		
		FAR 34	As my teacher is not in front of me during online class, I tend to get distracted easily on my smartphone. I can't concentrate properly due to social media.	\		
Extra cost for internet packages	Everyone had to bear some extra cost so that they can buy internet package and have a good internet connection	SAB 28	There are some added internet costs and device maintenance costs for online sessions.	\		
		AFN 30	I had to keep a backup data always in my mother's mobile as our network was unstable most of the time		\	It refers to hassle not cost, make it a separate theme
Less face to face interaction	Everyone felt less face to face interaction is hampering their understanding of the subject	ARN 34	This also lessen the interaction which might affect a student and make them less confident.		\	Mismatch.
		SAB 32	Mainly the face to face interaction is what I see as a disadvantage	\		

NAME OF THE RATER: DR. SABREENA AHMED

DATE: 15 December, 2021

APPENDIX D.4

INTER_RATER RELIABILITY CALCULATION FOR INTERVIEWS

Percentage of agreement: (10/12) *100= 83.33%

[12= total number of verbal supports]

[10= inter-rater's agreement with the verbal support]

Appendix E

Sample of E-mail for Member Checking

Member Checking ▸ Inbox ✕

Mahinur Akhter   1:33 PM (43 minutes ago) ☆
Hello, Kindly check the following document for the validity of your interview recording to see if everything is accurately said here or not. Regards,

MD Imtious Bari <imtious.prottoy@gmail.com>   2:03 PM (33 minutes ago) ☆ ↩ ⋮
to Mahinur ▾

Hello Apu.

Yes, I have gone through the document you have sent to me and it seems entirely accurate to what I have said.
I completely agree with the writings that are here.

Thank you

•••

Mahinur Akhter   2:10 PM (24 minutes ago) ☆
Thank you for your response. Really appreciate it.

Appendix F

Audit Trial of the Study

Date	Activities	Records
June 10, 2021	Approval of topic from the supervisor	Approval on Zoom meeting
September 25, 2021	Contacting the supervisor for the permission of data collection procedure	Zoom
October 10, 2021	Contacting participants for interview sessions	Zoom
October 20, 2021	Interviews of participants	Zoom
November 1, 2021	Transcribing Interviews	Recording
November 21, 2021	Member checking	E- mail
December 15, 2021	Contacting rater, sending documents for rating and receiving inter-raters' feedbacks.	E- mail & soft copy of the documents