

Impact of Coaching Classes on Students' English Language (L2) Learning

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Dedication

*This paper is dedicated to my father **Mohammad Idris Ali** who always stands beside me and inspires me in every situation. I am always grateful to him for his support and love. He is my inspiration and I would like to say thanks to him for giving me support in every moment of my life.*

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DECEMBER 03, 2017

Declaration

I, hereby, declare that this dissertation consists of all the original works conducted by me except the quotations and citations. The concepts or ideas taken from other sources have been cited properly. Moreover, this dissertation has not been submitted previously or concurrently in any other institution.

SHAMIMA SULTANA

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Abstract

Coaching classes for academic subjects are old phenomenon in Bangladesh, there is a huge number of students go to coaching centers for learning English as second language (L2) because coaching centres use different teaching methods that help students to understand the language (L2) better. The aim of this thesis is to study the positive and negative effects of coaching classes on English language learning in secondary education (from class 6 - class 12) as being L2.

The data collected from various schools and coaching centres for English language of Dhaka through a number of questionnaires to collect their opinions from students, teachers and parents, and by means of class room (both school and coaching) observation concerning the problems faced by English language learners. And classroom observation was done successfully to find out where there was any lacking in English teaching or not. The findings from the survey show that secondary school level students are satisfied with the English lessons that provided coaching centres. Both teachers and students agreed that students are more likely to have coaching classes than paying attention to regular classroom studies. But learners should not fully depend on coaching centres. Students, parents and teachers should understand why students need extra care for learning English Language and how he/she can get benefits fully from those private classes known as coaching centres. So, Bangladesh government should raise awareness about it.

Table of Contents

Page No.

Acknowledgement		I
Declaration		II
Abstract		III
Chapter- 1	Introduction	1-5
1.1	Statement of the Problem	3
1.2	Objectives	4
1.3	Overview of the Thesis	5
Chapter- 2	Literature Review	6- 15
2.1	What is “Coaching”?	6
2.2	Historical Background of Coaching	6
2.3	Importance of Learning English	7
2.4	English Language Coaching in Bangladesh	9
2.5	Necessity of English Coaching at Secondary School Level	9
2.6	Pros and Cons of English Coaching Classes	11
2.7	Current Situation of After School Coaching	13
2.8	General Feedback from Other Findings	14
2.9	A Shadow Education System	15
Chapter- 3	Research Methodology	16- 20
3.1	Research questions	16
3.2	What is Methodology?	16
3.3	Research Design	16
3.4	Research instrument	17
3.5	Participants	17
3.6	Setting	18
3.7	Data collection procedure	18
3.8	Data analysis procedure	18
3.8.1	Questionnaire	19
3.8.2	Classroom of School and Coaching Observation	19
3.9	Obstacle	20
Chapter- 4	Data Analysis	21- 45
4.1	Outcome of Questionnaires	21
4.1.1	Teacher’s Opinions	21
4.1.2	Student’s Opinions	28
4.1.3	Parent’s Opinions	35
4.2	Outcome of Schools and Coaching Class Observations	41
Chapter- 5	Findings and Discussion	46- 48
5.1	Findings	46
5.2	Discussion	47
Chapter- 6	Recommendation and Conclusion	49-50
6.1	Recommendation	49

6.2	Conclusion	49
References		51- 55
Appendix		56-63
	Appendix-1 (Questionnaires of Teachers, Students and Parents)	56- 61
	Appendix-2 (Observation Form)	62- 63

Chapter: 1

1. Introduction

The education system of Bangladesh is the result of the traditional education system derived from the British colonial period. However, the changes that took place in the modern education system since the fall of the British Empire are not very significant. This is due to the compliance with the current field of employment required by the employers and institutions. It has become customary for the students of Bangladesh to concentrate only on scoring the highest marks in examinations and achieve certificates. Because of such, the standard of education has dropped. Furthermore, most educational institutions have a time constraints since teachers have to complete a lesson within a specific time limit. The allotted time is often not enough for the students to fully comprehend a lesson. In an earlier article, it was proposed (Leonardi, 2010) that English, as an international language, has become a growing interest within last few decades and this implies a new way of communication amongst different nationalities and cultures through the medium of a common language. Being an international language, English is gaining more importance in the national educational curriculum in Bangladesh. Like Bangla, English has always been a compulsory subject for students of Bangladesh. Zamir (2009) pointed out that the study of English Language has the same importance as that of learning Bangla Language. He further argued that English language is now an international language as well as a second language because of political and geographical reasons.

Therefore, it can be said that English language is a second language (L2) for the people of Bangladesh and has now become a very important aspect in support of students' life and future career. UNESCO defines second language as "A language acquired by a person in

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

addition to his mother tongue” (Cook, 2008, p. 12). Cook explains that an L2 user acquires the language for real life purposes.

An issue with tutoring English language in a classroom filled up by students is that a time frame is stipulated to a single teacher with the purpose of teaching any lesson based on the subject. Also another problem is that English has always been taught just as a subject instead of a language skill (Selim and Mahboob, 2001). As a result, maximum students in class fail to understand their lessons. This ultimately results into enrollment in private tutoring to get help beyond classroom education. In his book ‘The shadow education system: private tutoring and its implications for planners’, Bray (1999) pointed out that:

The forms of private tutoring may be varied. Some tutoring is provided one to one in the home of either the tutor or his/her client. Other tutoring is in small groups, in large classes, or even in huge lecture –theaters with video screens to cater for overflows. (p. 21).

In Bangladesh, the type of tutoring that is done one to one is known as private tutoring. The other kind of tutoring where instructions are provided to students in a small group or large classes, usually at the teacher’s house, is known as coaching. There are institutions that facilitate the second type of tutoring. Such institutions are known as coaching centres. This thesis is concerned with classes conducted in both at coaching centres and teachers’ houses (together known as coaching classes).

Coaching centres sometimes use different teaching methods that help students to understand the language (L2) better. Nevertheless, there is no alternative to formal educational institutions. However, it has become a lucrative business for instructors which is an extra source of income for them as their salary is very low.

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

Coaching classes for academic subjects are old phenomenon. Bray (1999) names it ‘The shadow education system’ and argues that there is no specific curriculum in coaching based learning. It moves along with the conventional education system and changes in line with the mainstream academics, in particular with the examination system. For major private tutoring institutions, success in the examination conducted in the ordinary education system is the main objective. However, Bray protests that to prepare students for examinations only may not be the best training that can take place.

The aim of this thesis is to study the positive and negative effects of coaching classes on English language learning in secondary education (from class 6 – class 12) as being L2. Here, the key variables are the opinions of students, teachers and parents which have been collected through a set of questionnaires and interviews.

1.1 Statement of the problem

Many people believe that after school coaching creates a lot of problems in the present education system of Bangladesh. They strongly assert that such activities of the coaching classes must be stopped in order to contemplate learning English language at school. Basically the growth of the coaching classes indicates the weakness of formal educational institutions, such as schools, colleges and universities. It is believed that without the help of coaching classes, it is not possible to achieve good results, the consequence of which is not getting the desired job (Dutta, 2001). Due to such claims: -

- * The students are becoming more dependent on coaching classes to learn English language as L2.
- * Expenditure of the guardian is increasing day by day.
- * Education is being used as commercial goods.
- * The creativity of the students is being blocked.

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

- * Students are losing their eagerness for learning English language in classroom
- * Teachers want to focus more on coaching classes in English language teaching (ELT) rather than classroom teaching because of the extra income they make from these classes.

The impact of the above mentioned matters may become risky factors in future. Nonetheless, the coaching based English language learning has become an alternative source of income for the teachers by means of which they can earn an extra sum of money for their livelihood.

Billah (2011) opined that private coaching has turned even the most creative and dedicated teachers into stereotyped ones. They lose their talent and creativity since there is a lack of practice. Similarly Jalal Uddin (2011) in "Should Private Coaching be Banned?" argued that coaching is not an enjoyable experience for the students and also stated that a teacher gets involved in it because a regular teaching job at any school does not provide a reasonable salary and status.

Therefore, the issues that will be examined in this thesis will look into the above mentioned problems through the survey and classroom observations conducted for this purpose.

The survey is concerned with the opinion of the students, parents and teachers with regard to the role of coaching classes in study of English. The classroom observation examined the difference in students' comprehension towards English language both in school and coaching classes.

1.2 Objectives

The main objectives of the study are as follows:

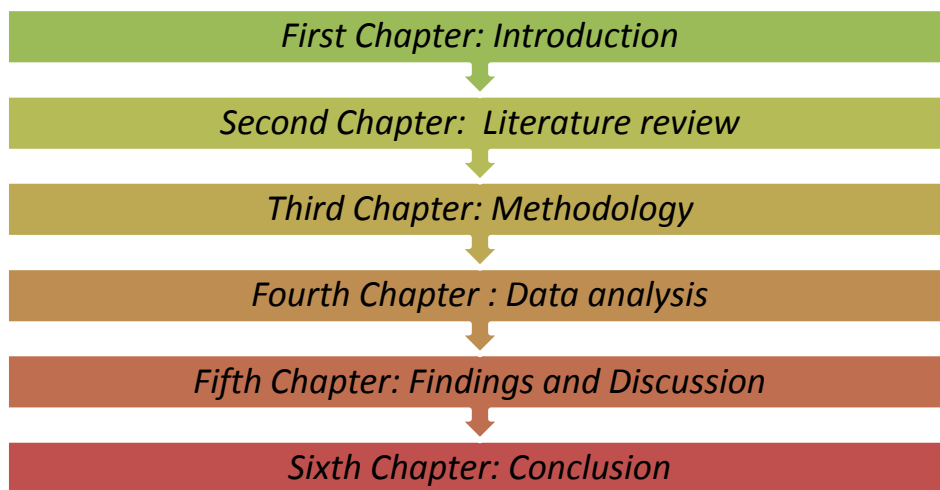
- ◆ To know about the aims and activities of coaching for English in Bangladesh as second language (L2).

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

- ◆ To find out the positive and the negative roles of coaching for learning English Language as L2
- ◆ To analyze the impact of coaching on students' second language learning
- ◆ To search the way to resolve the problems created by the coaching classes while maintaining the opportunity to learn second language with proper guidance

1.3 Overview of the Thesis

The thesis is designed into six chapters. First chapter includes introduction, statement of the problem, objectives of the study etc. Second chapter is designed with literature reviews from several relevant researches, importance of learning English, drawback, general feedback, current situation regarding coaching classes.



Third chapter includes of methodology. Fourth chapter includes data analysis. Fifth chapter reveals the findings of the study and discussion on education system. Sixth chapter deals with recommendations and conclusion. At last appendix is remarked which includes references and questionnaire.

Chapter: 2

2. Literature Review

Coaching classes or private tutoring is a long standing phenomenon in many countries including Bangladesh, Malaysia, South Korea and Japan (Bray, Lykins, 2012). Teachers, students or educated employees are dependent on the coaching system for teaching and learning English language. Coaching classes help students and other L2 users to understand the language clearly. In Dhaka, there is huge number of coaching centres and private tutoring. English is the second language to Bangladesh nationals which is why everyone tries to become skilled at English in order to excel in their present and future life.

2.1 What is “Coaching”?

Coaching is a teaching, training or developing process where a person helps the students’ to achieve their goals. Bray and Kwo (2014) explained coaching as ‘tutoring provided by individuals, companies or other bodies demanding financial remuneration, in contrast to free-of-charge provision by families, community bodies, etc.. (p. 5)’. Coaching is also defined as a private educational institution that runs in parallel with school in order to help students to make subjects easy and understandable (Kumar, 2015). In this paper it will be examined how coaching classes work parallelly with school with a view to teach English language to the students in a comprehensible manner.

2.2 Historical Background of Coaching

The concept of coaching classes is derived from private tutoring, that is one-to-one tutoring, and goes way back to Middle Ages where the idea of school education did not exist. Robin (2017) stated that education was entirely reserved for a small elite people and majority of

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

private tutors were philosophers, the sophists, and other teachers of rhetoric. Private tuition can be traced back to ancient times but differs from what we know today. Now private lessons involve the passing off knowledge and skills from teacher to student in exchange of remuneration that he gained over a course of year. Private tutoring has spread all over the world both in developed and developing countries (Bray, 1999). It spread in both English speaking countries and non-English speaking countries all over the globe. Nath (2006) opined that as per history the privileged families recruited economically poorer but meritorious college/university students on a yearly basis to look after the education of the children of the families for remuneration, and the situation in Bangladesh is no less than this.

2.3 Importance of Learning English

In Bangladesh, Bangla language is our mother tongue. So, Bangla gets more priority in our country. After the language movement in 1952, Bangla and Urdu had been made the official languages of Pakistan, and English was the only common language to communicate between East and West Pakistan. However, this was changed after the liberation war in 1971 as Bangla became the state language only (Alam et al., 2001).

Alternatively, for the necessity of social development communication with other countries is of great importance. Thus, we cannot isolate other languages from our society. As every country has an alliance with each other in many ways such as trade and commerce, politics, technology etc. the world has become a global village. Therefore, to maintain such unity within ourselves, we need to communicate with each other, and this requires speaking in other languages apart from our native language. Hasan (2011) pointed that many countries around the world has adopted European language as L2 which is used in various sectors such as education, economic activities, law court, government work and so many places. It has

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

been an international language. That is why learning English language is of utmost importance.

As an increasing number of students now do “double school” (real school and coaching), the number of students achieving outstanding results have increased. Also, it can be found that after coaching classes, students understand the lessons very clearly. A survey conducted by Azam & Huq (2007) concluded that different people hold different opinions in regards to coaching classes, for instance-

- “Sometimes coaching centres are helpful, but not always. If it's not possible for the student to concentrate in class then he or she ought to seek help outside of school. Coaching centres keep their teacher to student ratio around 1:10, so that at least they can concentrate on their students properly.” Ishtiyah, *BRAC University*
- “Coaching centres are really good and helpful but students sometimes tend to depend totally on their private tutors and that is never good for them in the long run.” Ruha.
- “I think coaching centres are not necessary if we're taught properly at school. And if it is really necessary then we ought to opt for private tutors over coaching centres because at least private tutors can give us the attention that we need.” Azmain.
- “I think it depends on the teacher that runs the coaching centre. If there is a good teacher, then it will influence a child's development a lot. However, a bad teacher with low degrees will have a negative effect.” Deea

From the above statements, it is clear that people have both positive and negative concepts in private tutoring or coaching classes. This is not only in relation to English subject but for all academic subjects.

2.4 English Language Coaching in Bangladesh

In Bangladesh, English coaching centres are aggressively growing up by teachers as well as parents. It is extensively spread in urban and rural areas in Bangladesh. Coaching is a phenomenon which was chosen for weak students earlier but now it has become very popular for all types of students for learning English language. Even it becomes a way of a student's life (Farid, 2016).

Now-a-days coaching centres are found in every street and every locality in Dhaka city. It has become a common scenario that students are get enrolled in coaching centre to learn English since most students may have lacked confidence in four skills of English language- speaking, writing, reading and listening. The consequence of this is that students' result of examination turns out to be futile. Therefore, apprehension of parents in regards to examination results leads them to select coaching centres for better education for their children. Bray (1999) explained "Parents are ready to invest a large sum in the courses in order to give their children the best preparation for and facilitate access to a higher level of studies and to the best schools." (p. 10).

With every parent wanting their child to score good result in examinations as possible, the demand for coaching institutes has grown notably. I am going to find by doing survey that whether coaching centres charge quite great sum of money as fees for teaching English language and whether parents agree to such.

2.5 Necessity of English Coaching at Secondary School Level

English language is used broadly for communicating worldwide. It has been recognized as an international language. This language is the official language of European Union and taught as the second language in most of the countries across the world. A number of countries teach

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

and learn English as second language (L2) because it is one of the largely spoken languages around the globe.

At the moment, knowledge of English language has become an essential condition in nearly every professional sector. Though people learn the basics of English at their schools as a subject, they encounter many issues. These problems can be related to either writing and speaking or both the skills. Currently English language is taught as a compulsory subject at the Secondary and Higher Secondary levels (Dutta, 2001).

From the British period, in Bangladesh Grammar Translation Method (GTM) was adopted to teach English. In GTM two skills, reading and writing were focused on and other two skills, listening and speaking were neglected. However, recently Communicative Language Teaching (CLT) has been introduced in the education system of Bangladesh. English language is a skill based subject, and all four skills should be given equal importance. Karim (2015) concluded that a successful application of a communicative language curriculum depends mainly on skilled and competent teachers with proper training. This is because in a communicative language curriculum 'how to teach' is more important than 'what to teach'.

He further argues that if this syllabus is properly followed and practiced in the higher secondary level of education in Bangladesh, a student after completing his/her H.S.C level will not face any difficulty to communicate with other English language users, both in oral and written form. Rahman and Karim (2015) pointed out that the transition from a long term method of teaching English language to a new method (from GTM to CLT) has caused some problems in the teaching method. Furthermore, Ebrahim (2017) regretfully claims that most English teachers do not use CLT approach properly in the classrooms. They teach the students only for preparing them for public exams like PSC, JSC, SSC and HSC, and the students learn English only for passing those public exams and for getting a good grade. He

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

further adduced that during teaching, as there are no marks allotted for listening and speaking, teachers do not teach listening and speaking in the classrooms, rather they prefer Grammar Translation (GT) method instead of CLT.

Therefore, a conclusion can be approached that coaching classes are needed for the students to adopt the new method of learning English language. Learning English as L2 will help students improve their four skills which, in the long run, will help them to communicate with any English speaker around the world.

2.6 Pros and Cons of English Coaching Classes

Coaching centres are popular these days. Ruman (2014), through his investigation, pointed out that factors like untrained teachers, students' fear of English language and poor performance, lacking in teacher- student interaction, and some methodological and technological problems in implementing the syllabus properly are major problems in teaching and learning English at Secondary level of education in Bangladesh. Thus, one has to take into consideration of such challenge in order to appear for higher studies. The ever increasing stress of performing well in exam is making it difficult for students to adjust and they are not capable of concentrating on their studies. Ultimately parents consider to put their wards in coaching for extra revision. We know every coin has two sides; similarly coaching classes have its own advantages and disadvantages. Foster (2016) and Hansford (2013) talked about advantages and disadvantages of coaching classes which are as follows:

- ✓ Coaching centres help to get good marks in the exam. It is not possible to teach thoroughly in classroom because of time limitation. English language is a subject that students need to be understood first. That is why majority of the students prefer to go coaching class for learning English and scoring good marks.

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

- ✓ Students have the advantage of choosing their own preferred tutors and respond better to them which will suit to them in terms of both skill and learning style.
- ✓ Teachers or instructors can give more time in coaching centre rather than classroom of school. For this students as well as teachers can give attention in coaching centre.
- ✓ Teachers are always flexible in coaching centres with students and parents as well. Teachers easily can consult with parents and students regarding students' difficulties in skills. This is a great positive sector to understand the need of a student and able to get know student better.
- ✓ Students learning styles vary from each others because every one's learning style is not same. In coaching centres, instructors can use material depending on students learning style. It can be authentic as magazine, newspapers etc. materials for teaching English.
- ✓ Parents can reduce their duties of concern regarding English learning by giving their children to English coaching centres.
- ✓ Coaching centres demand a big amount to teach English to students but some families are on too tight in their budget to manage this.
- ✓ While parents send their child to English coaching centres to learn English, students become busy to spend their valuable time in it. For this, students lose their interests in extracurricular activities such as sports and music etc.

In summary, English coaching centre is an effective way of learning. It comes with powerful benefits, not only for getting better grades at school but also improve life prospects in this competitive world. Despite some disadvantages, parents are still concern about teaching English by coaching centres for a bright future of their children.

2.7 Current Situation of After School Coaching

Coaching classes in English subject are increasing exponentially all over Bangladesh. In spite of a number of schools' encouragement towards students to continue with their studies at school, a majority of students along with parents tend to rely on coaching classes for extra support. Attending coaching classes for learning English has become a tendency in Bangladesh. If there is someone found who does not attend any coaching class, he or she is said to be back dated or over smart in our modern society. The scenario is not only for students who are from Bangla medium; the same could be said for students who come from an English medium background. It is deemed that after class 8 a significant amount of money can be cut off if the students are taken away from school and only opt for coaching classes (Malik, 2016).

Recently English coaching centres have become a place just to make friends and hangout with them on one hand. On the other hand, these centres earn money from at the end of the day. Sayef (2017) claimed that teachers pay more attention at coaching classes rather than in class. He further alleges that teachers influence students; sometimes under-marks script in order to join coaching classes. Teachers at coaching classes even have the leisure to take extra classes prior to any important exams for instance S.S.C, H.S.C, O' Level or A' Level. The government of Bangladesh has intended to take necessary steps to prevent coaching classes in Bangladesh. The current Education Minister, Nurul Islam Nahid (2017), stated that government legislation will be formulated so as to restrict coaching centre and guidebooks. The after-school coaching centre system as it is currently organized does not promote quality with fair and impartial means. Alternative ways of organizing fair compensation for teachers' work might be to open extra-school coaching to all students who need or want it, charge according to the ability to pay, pool the money, but deny no student because of poverty.

2.8 General Feedback from Other Findings

Private tutoring is a popular topic in any discussion on education. Starting from pre-independence time, education commissions have been raising this issue as a negative side of the education system. They suggested ending the practice. A circular of the education ministry also asked the teachers not be involved in such activities. However, the reality is that no attempt has been taken to date to stop private tutoring and it is increasing in various forms at all levels of education.

Additional coaching on academic subjects is not a new phenomenon in Bangladesh or other parts of the world. Professor Mark Bray (1999) called it a "shadow education system." He says that private tutors and coaching centres do not have their own curriculum or syllabus and they run their business by following the mainstream education condition and change according to the changes in the mainstream, specially the examination system.

Private coaching or tutoring has two side effects as merit and demerit. It hampers the quality of education system. Again, it helps the students to make their lesson easier and help for doing good results and for shinning their future where government is failed to provide quality education for the people. Park, Park, and Kim (2001) and Yang and Kim (2003) also explained that private coaching or tutoring helped students to the improvement of the math and science in TIMSS 1999 using Hierarchical Linear Modeling (HLM). Lee (2001) argued that private tutoring is one of the main factors for educational success for students.

One of the major reasons behind after school education is that there is increasing competition in enrollment at the next level of education and in the job market. Educated and wealthy parents are desperate to earn a good grade point average (GPA) in the examinations, so that they can admit in good institutions at the next level of education and hold good places in the job market in future (Nath, 2011). On the other hand, according to Dang & Rogers (2008),

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

students with poor academic rankings usually have to repeat grades. For this, those weak students go to private tutor. An example, In Vietnam, private tutoring reduces the expected costs of grade repetition by about D25, 000 (p.177).

2.9 A Shadow Education System

Coaching system is developed in many ways with the mainstream education system in Bangladesh. The shadow education system like “mechanisms through which pupils extend their learning and gain additional human capital, which benefits not only themselves but also the wider societies of which they are part (Bray, 1999, P.18)”. This feature of private tutoring helps to explain why it has been referred to as “shadow” education.

Private coaching is more flexible and informal. It is not only one to one tutoring sector but also group classes. The teachers are not only fulltime based tutor but also students, university professors, even homemakers (Russell, 1997). Coaching centres are more affordable for many households.

Chapter: 3

3. Research Methodology

3.1 Research questions

- How do coaching classes affect students' learning of English as a second language in secondary school level?
- What are the opinions of students, parents and teachers towards coaching classes in English language?

3.2 What is Methodology?

Methodology is a process of data. According to the classic definition methodology is an organized, theoretical analysis of the methods applied to a field of study. It is generally concerned with data processing and data analysis. Methodology is very important for any research because through methodologies researcher can collect data for the research.

3.3 Research Design

To make the research easier and the data collection more effectual both qualitative and quantitative analysis were applied. Thus, I have used mixed method research approach for data collection and analysis. A mixed methods study is “Studies that are products of the pragmatist paradigm and that combine the qualitative and quantitative approaches within different phases of the research process.” (Tashakkori & Teddlie, 2008, p. 22).

The data has been collected from various schools and coaching centres for English language of Dhaka through a number of questionnaires to collect their opinions from students, teachers and parents, and by means of class room (both school and coaching) observation concerning the problems faced by English language learners. All the activities of this research have been

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

conducted in a proper setting. After that, the collected data has been critically analyzed, specially focusing on the impact of coaching classes on students' second language (L2) learning.

3.4 Research instrument

To conduct the survey of data collection, two instruments had been used. These are:

- a) Questionnaire for teachers, students and parents
- b) Classroom and coaching class observation form reported by the researcher

3.5 Participants

Three different groups of people were asked to provide their opinion in the questionnaire. The participants are:

- a) **Teachers:** I had communicated with teachers personally after their class hours and encouraged them to volunteer in this research. They were also ensured that their identities will not be disclosed. As the school authorities didn't allow to take much of their time at school hours, so I had to complete the survey via online questionnaire. After convincing them, out of 40 teachers from various schools only 27 teachers responded to the survey.
- b) **Parents:** Communication with the parents was the hardest part in this thesis as most of the parents did not want to stay at the school premises after taking their kids from school. I had to talk to them while they were coming to take their kids after school hour was over. Some of the parents were pleased to give time. I had to use my own device to collect answers from few parents for the survey. I also had to use social media (online questionnaire) as a platform to reach other parents and get their answers. 25 parents had responded to the survey.
- c) **Students:** After meeting with some students and explaining the objectives of the thesis, they became very co-operative and were excited to participate in the survey. Now- a-days

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

most of the students have access to internet; they have participated on the survey and shared it with their friends on Facebook. A total of 40 students took participation in this survey.

3.6 Setting

The data was collected through formal permission from respective authorities. The survey and classroom observation were done at different schools and coaching centres of Dhaka. Mainly, the teachers, parents and the students of the respective institutions have been selected to conduct the survey through the questionnaire. They have been encouraged to answer according to their opinions. Every question was written in English in a formal way in the questionnaire that was understandable by participants. The questionnaires was published both online and offline in order to collect the data from the participants. Classroom and coaching centres were observed by using a form that was based on few queries.

3.7 Data collection procedure

The data has been collected in a formal setting during and after the school hours. Most of the teachers, parents and students filled up the questionnaire through online while some of them filled it up in the hard copy of the questionnaire.

3.8 Data analysis procedure

Mainly the data is analyzed focusing on the effect of after school coaching classes on students' learning of English language (L2) in the classroom of secondary (6-10) level. Special attention was given to the policy and methodological implication for the data collection in this thesis. The close ended questions, classroom and coaching class observation reports are evaluated and the results are projected in the research paper. Since the resources were limited, it was not possible to represent the total scenario but I intended to give an overview of the actual situation.

3.8.1 Questionnaire

Three individual questionnaires were given to the students, teachers and parents to investigate the learners', teachers' and parents' ideas towards positive or negative effects of learning and teaching English in class and coaching. Each questionnaire was composed of 10 items in which Likert scale was used. The respondents were asked to mark the level at which they agree or disagree with a statement on the Likert scale (see appendix 1). The percentage of each statement indicated whether majority of the respondents supported or not the statement about coaching in English language.

3.8.2 Classroom of School and Coaching Observation

As a researcher, I have observed four English language classes conducted in both Bangla and English medium schools (two from each) and three English language classes conducted at coaching centres (classes from 8, 9 and 10). The number of students present during the observation is illustrated below:

School	Bangla Medium	Class 7	Present- 59
		Class 8	Present- 62
	English Medium	Class 6	Present- 34
		Class 7	Present- 30
Coaching Centre	For Bangla Medium	Class 8	Present- 27
		Class 9	Present- 22
	For English Medium	Class 8, 9, 10	Present- 17

During both school and coaching classroom observation, the research was performed by observing the teaching sequence and the way of teaching without informing the teacher in advance. Through observing, the English classes of secondary level, I tried to find out

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

whether there was any lacking in English teaching or not. Moreover, I tried to find out if the learners were satisfied with the classroom teaching or not. Classroom observation was done in classroom's natural setting. I collected data by this classroom (school and coaching) observation. In total, from the both school and coaching centres, seven English language classes have been observed. Classroom observation was done by the use of 'Classroom observation form' which was composed with 20 queries (see appendix-2).

3.9 Obstacle

Some obstacles which were faced during the research are:

- Getting permission from the authorities of the schools regarding the survey. It was also difficult to make them agree to answer the questionnaire.
- Teachers and parents were not available to participate.
- Many participants did not co-operate properly.

Chapter: 4

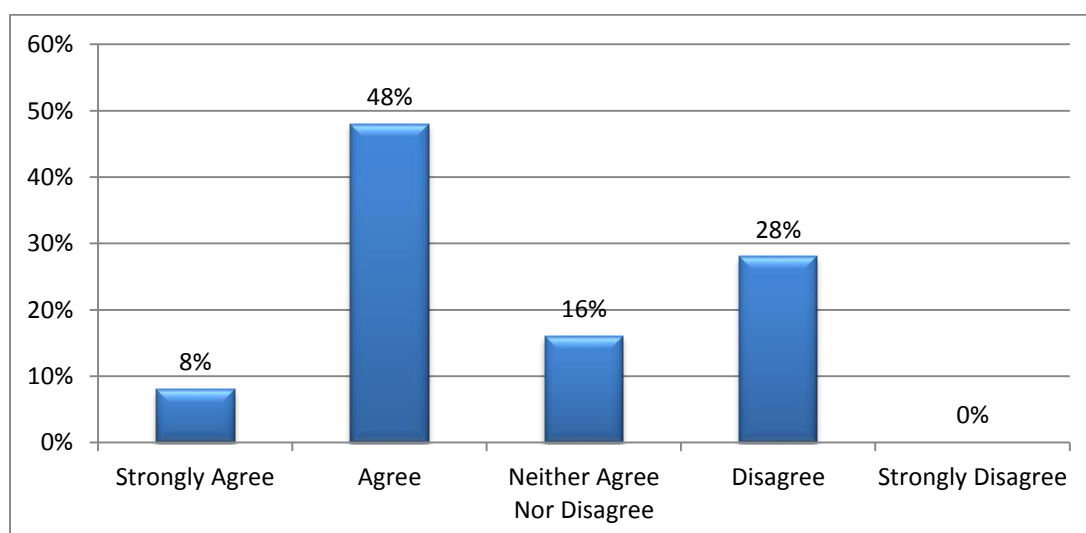
4. Data Analysis

This chapter represents the data of surveys which I did on my topic. The survey was conducted among 27 teachers, 40 students and 25 parents about their opinion on “Impact of coaching classes on students’ English language (L2) learning in secondary school” based on the modified Likert scale ‘strongly agree’, ‘agree’, ‘neither agree nor disagree’, ‘disagree’, ‘strongly disagree’. Then the results have now been converted in the form of column graphs to have a clear idea of the answers of questions asked. The data graphs are presented below:

4.1 Outcome of Questionnaires

4.1.1 Teacher’s Opinions:

1. Students try to learn English as second language in the class.



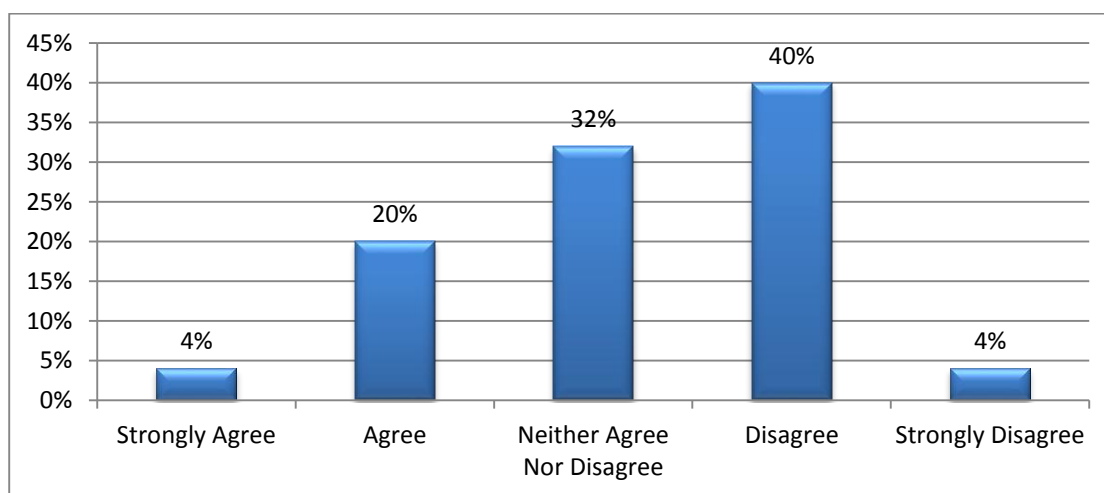
The first question is a close-ended type question. It is a pretty straight forward question. The question was whether students try to learn most of the lessons from class. According to the graph above, 8% teachers said “Strongly agree” and 48% teachers said “agree” while 16%

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

said “disagree” and the rest 28% said “strongly disagree”. The graph above shows that most of the students try to learn English language from class.

Here, we can see that students are interested to learn from class. It is possible only when the teachers give directions and students able to carry them the in classrooms.

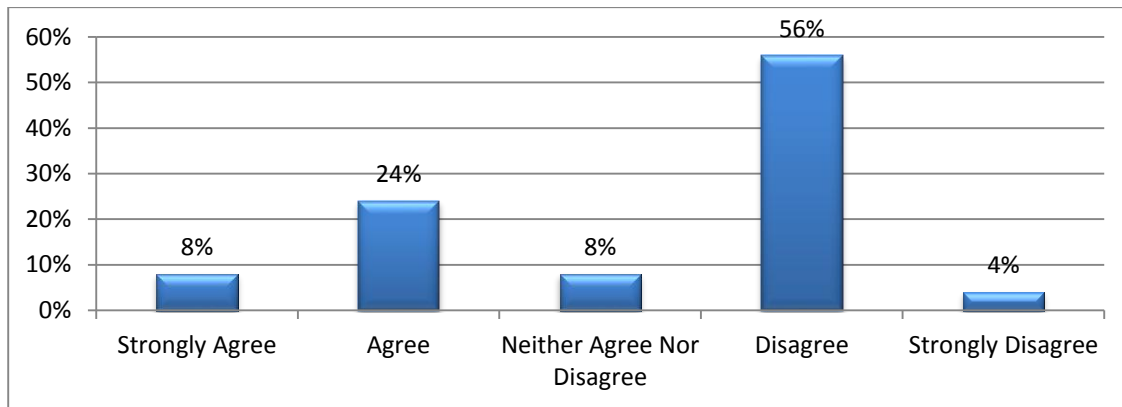
2. Students who attend coaching classes to learn English language (L2) are also very attentive in classroom.



The second question was straight forward question. The question was whether the students who attend coaching classes to learn English language (L2) are also very attentive in classroom. According to the survey above, 4% said “strongly agree” but 20% teachers said “agree” while 32% said “neither agree nor disagree” 40% answered “Disagree” and the rest 4% answered “strongly disagree”. The graph above shows that most of the students who attend coaching classes are not very attentive in classroom for learning English.

Here, we can see that students focus on coaching rather than classroom teaching. According to the survey, they are not so much attentive in classroom as they are attending coaching. But few students pay their attention in class.

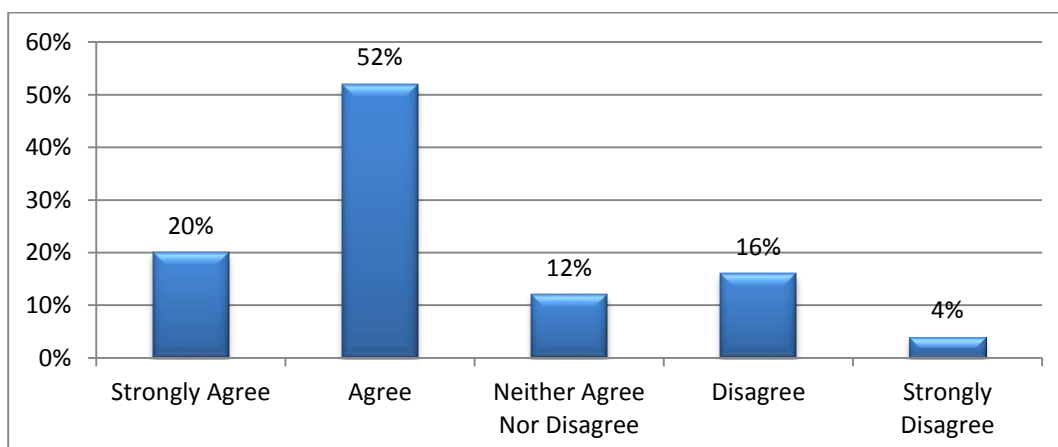
3. All the students' attitudes are same in the English language classroom although some of them attend English language coaching.



The third question was whether all the students' attitudes towards the class room are same though some of the students attend coaching for learning English. According to the graph above, 8% teachers said "Strongly agree" and 24% teachers said "agree" while 8% answered "neither agree nor disagree on the other hand 56% answered "disagree" and rest 4% said "strongly disagree".

According to the teachers' opinions, the graph above shows that most of the students' have negative attitudes (almost 60%) towards coaching classes.

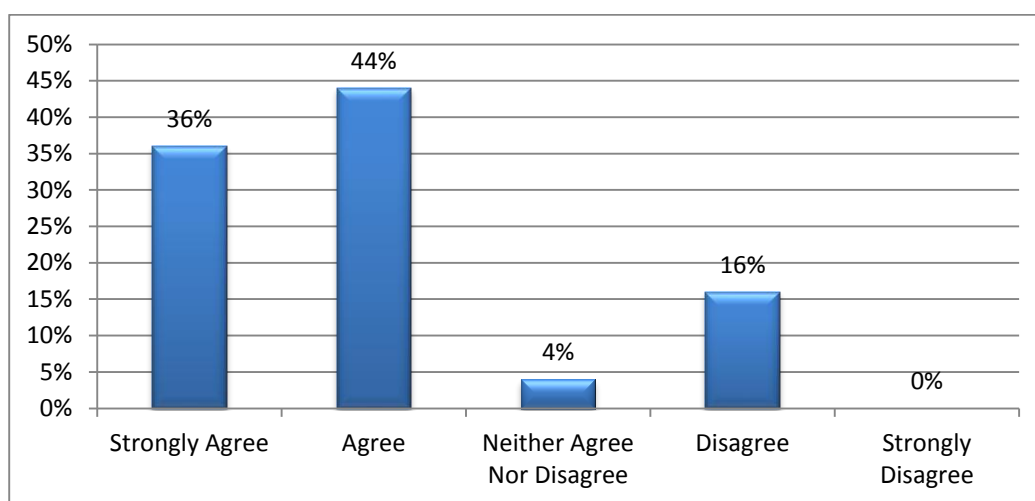
4. Mainly, teachers focus on after school coaching classes than regular classroom teaching in English language subject.



IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

The fourth question was whether teachers mainly focus on after school coaching than classroom English language learning. According to the survey, 20% said “strongly agree” and 52% teachers said “agree” while 12% said “Neither agree nor disagree” and on the other hand 16% said “Disagree” and the rest 4% teachers said ‘strongly disagree’. The graph above shows that teachers focus more on English coaching classes than classroom learning.

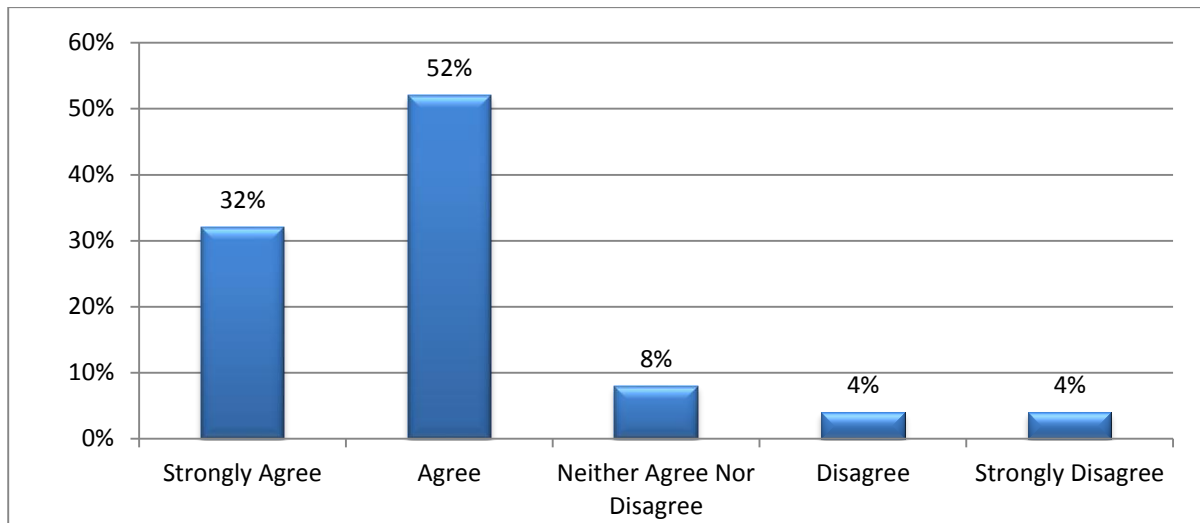
5. After school coaching classes are very effective for weak students to learn English language.



The fifth question was whether coaching is very effective for weak students to learn English as second language. According to the graph above, 36% teachers said “Strongly agree” and 44% teachers said “agree” 4% said “neither agree nor disagree” while 16% said “disagree” and the rest 10% said “strongly disagree”. The chart above shows after school coaching is very effective for weak students.

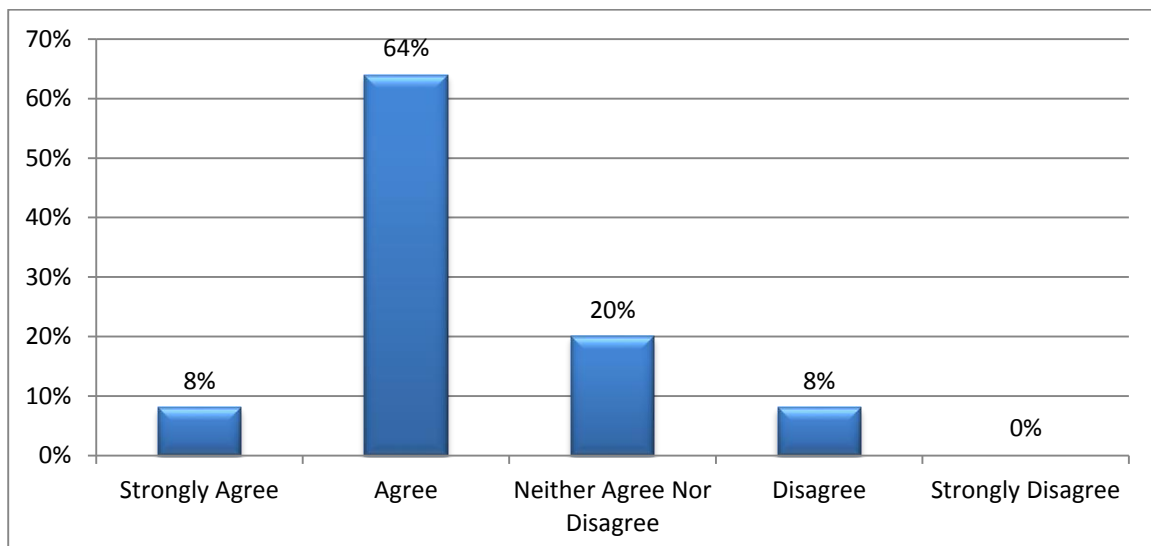
Here, we can see Teachers of English language coaching classes concern about weak students. 80% teachers are agreed on it in the survey.

6. Students, who are always attentive in their English language class, do NOT need coaching classes.



The sixth question was about whether attentive students need coaching classes. According to the graph above, 32% teachers said “Strongly agree” and 52% teachers said “agree” while 8% answered “neither agree nor disagree” 4% said “disagree” and the rest 4% said “strongly disagree”. The graph above shows that 84% of teachers think that the students, who are very attentive in the classroom, do not need coaching classes for learning English as second language in our country.

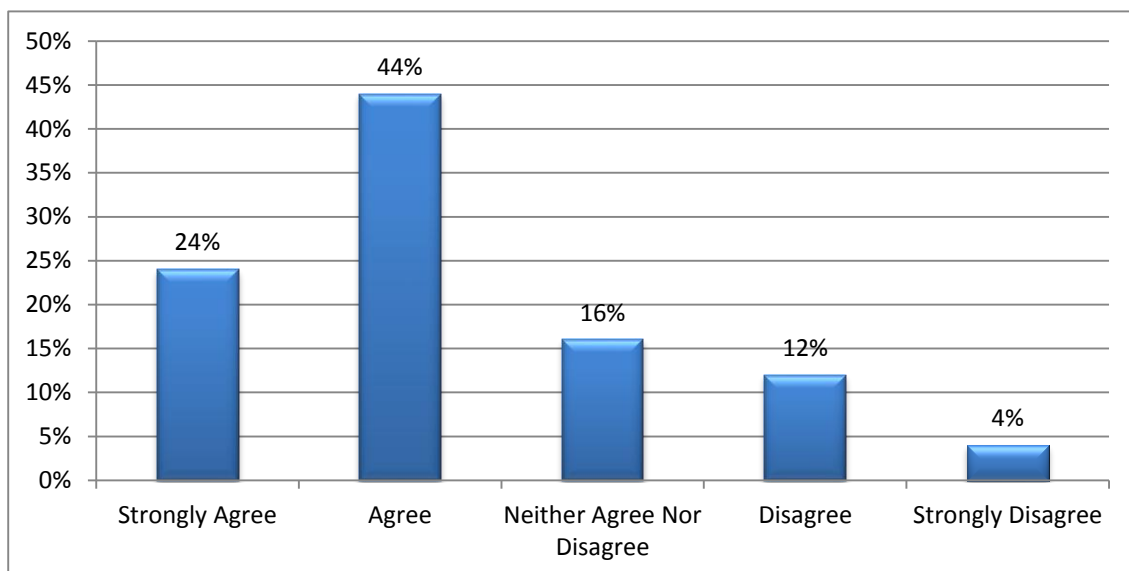
7. By attending coaching after school, students get help with their daily lessons and do homework regularly to learn English language.



IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

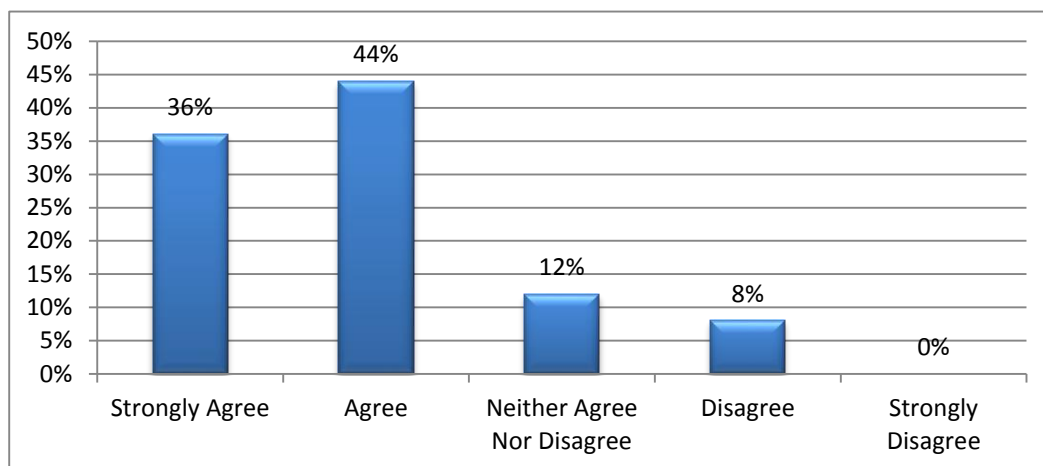
The seventh question was whether English coaching classes help the students to learn their daily lessons and do homework regularly in English. According to the graph above, 8% teachers said “Strongly agree” and 64% teachers said “agree” while 20% answered “neither agree nor disagree” 8% said “disagree. The graph above shows that 72% of teachers think that after school coaching helps the students to learn their daily lessons and do homework regularly in English.

8. Students can improve their four skills (reading, writing, listening and speaking) properly in coaching classes while learning English as second language (L2).



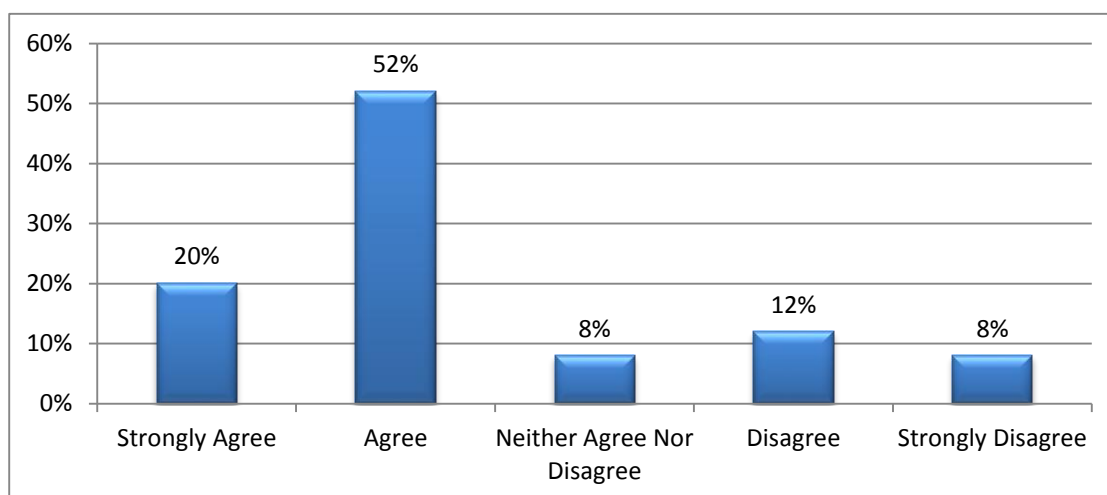
The eighth question was whether the students can improve their four skills (reading, writing, listening and speaking) properly in coaching classes while learning English as second language. According to the graph above, 24% teachers said “Strongly agree” and 44% teachers said “agree” while 16% answered “neither agree nor disagree” 12% said “disagree” and the rest 4% said “strongly disagree”. The graph above shows that 66% of teachers think that, by attending coaching classes the students can improve their four skills (reading, writing, listening and speaking) on English language properly.

9. The use of multi-media in English language class is very helpful to teach students.



The ninth question was whether use of multi-media in English language class is very helpful to teach students. According to the graph above, 36% teachers said “Strongly agree” and 44% teachers said “agree” while 12% answered “neither agree nor disagree” and rest 8% said “disagree. The graph above shows that 80% of teachers believe that, use of multi-media in English language class is very helpful to teach students.

10. After school coaching should focus more on enhancing students’ intellectual and social abilities than just on improving their grades.



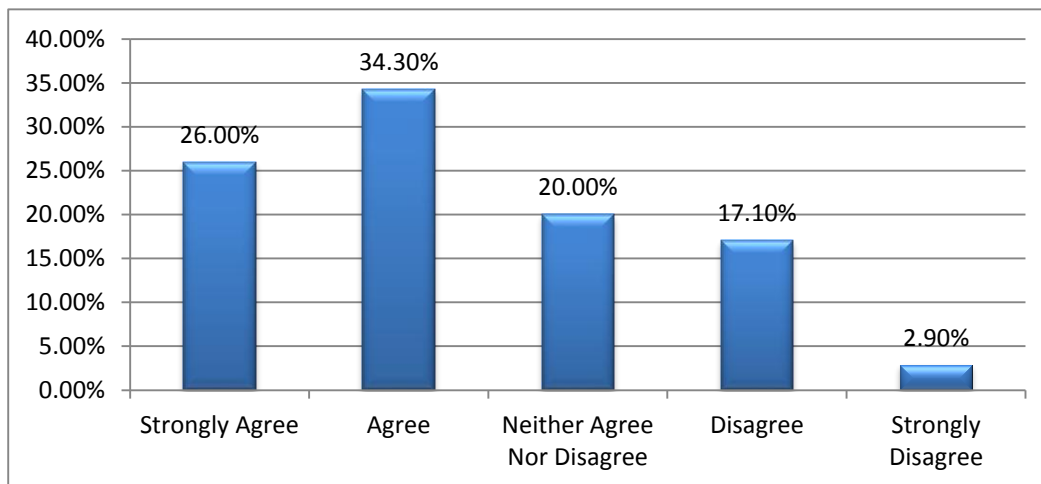
The tenth question was whether after school coaching should focus more on enhancing students’ intellectual and social abilities rather than just on improving their grades. According to the graph above, 20% teachers said “Strongly agree” and 52% teachers said “agree” while

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

8% answered “neither agree nor disagree” 12% said “disagree and the rest 8% said “strongly disagree”. The graph above shows that 66% of teachers also believe that, after school coaching should focus more on enhancing students’ intellectual and social abilities rather than just on improving their grades.

4.1.2 Students’ Opinion:

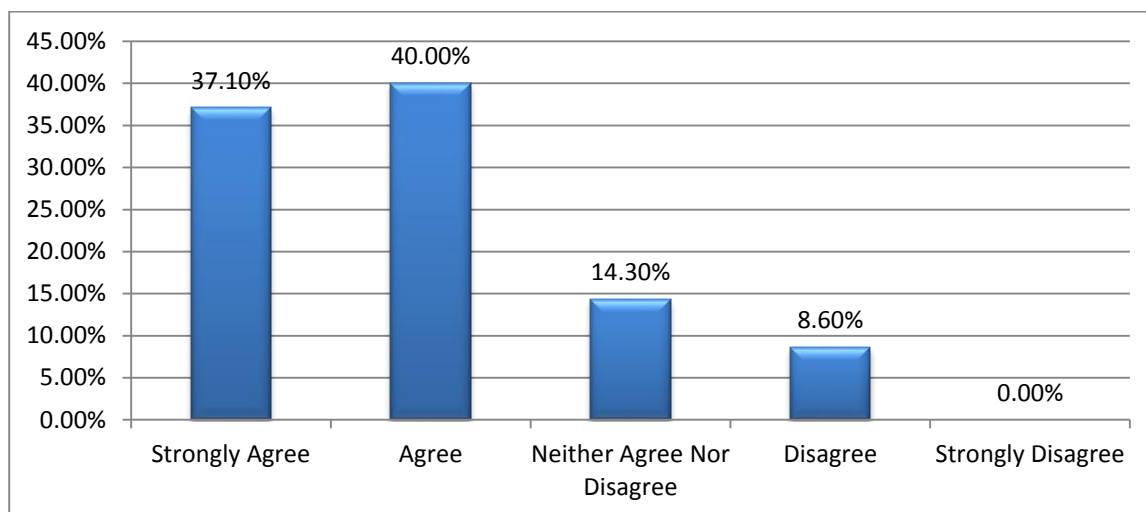
1. We can learn English language (L2) in class rather than in coaching.



The first question was whether a student can learn English language (L2) in class rather than in coaching. According to the graph above, 26% students said “Strongly agree” and 34.30% students said “agree” while 20% answered “neither agree nor disagree” 17.10% said “disagree” and the rest 2.90% said “strongly disagree. The graph above shows that total 60.30% of the students think that students can learn English language in class rather than in coaching.

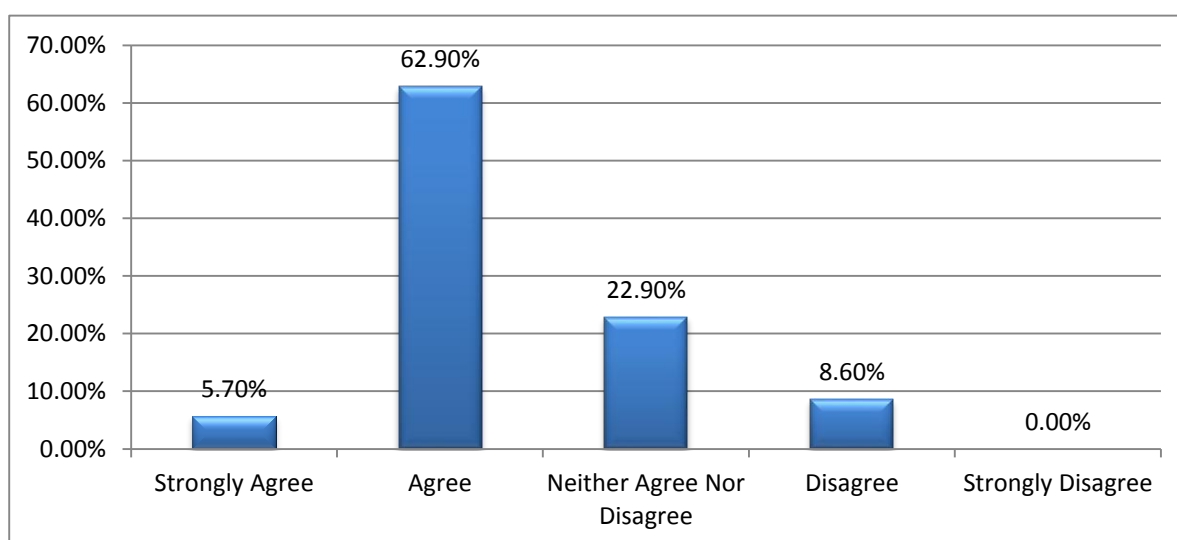
IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

2. After school, coaching classes help to us to get good marks only.



The second question was whether after school, coaching helps the students to get good marks only. According to the graph above, 37.10% students said “Strongly agree” and 40% students said “agree” while 14.30% answered “neither agree nor disagree” and the rest of 8.60% said “disagree”. The graph above shows that total 77.10% of the students think that coaching classes help the students to get good marks only.

3. We do our classes properly even if we attend the coaching.

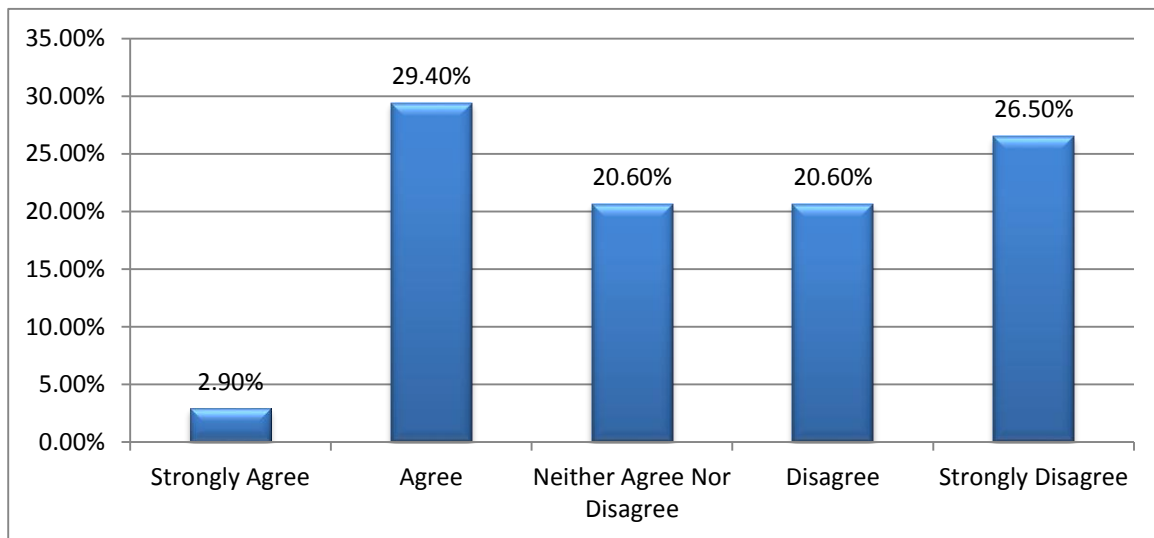


The third question was whether coaching helps the students to get good marks only. According to the graph above, 37.10% students said “Strongly agree” and 40% students said “agree” while 14.30% answered “neither agree nor disagree” and the rest of 8.60% said

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

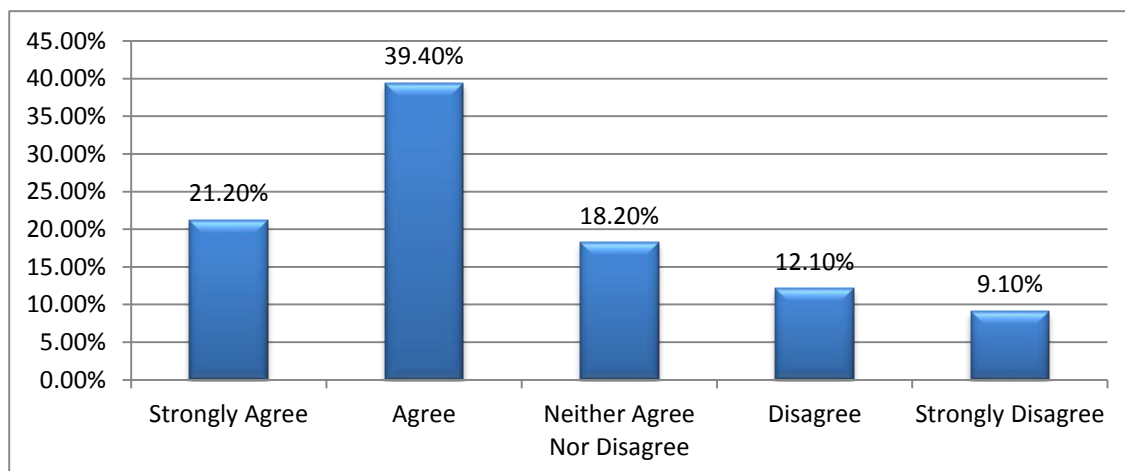
“disagree”. The graph above shows that total 77.10% of the students think that, after school coaching helps the students to get good marks only.

4. As I go to after school coaching, I do not feel the need to give extra effort for learning English language at home.



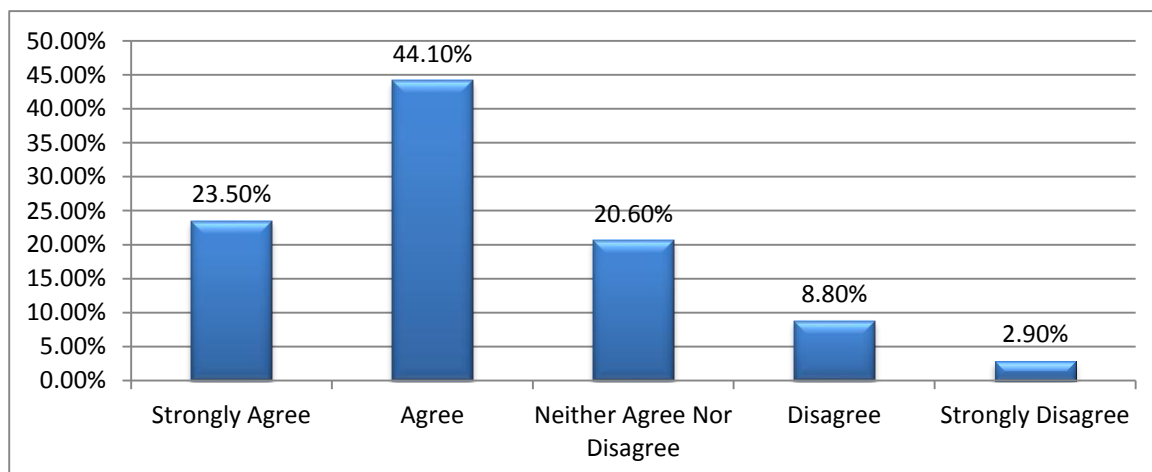
The fourth question was whether a student needs to give extra effort for learning English at home after attending coaching classes. According to the graph above, 2.90% students said “Strongly agree” and 29.4% students said “agree” while 20.6% answered “neither agree nor disagree” on the other hand 20.60% said “disagree” and the rest of 26.50% students said “strongly disagree”. The graph above shows that in total 47.1% of the students disagree with the statement that it is not necessary give extra effort for learning English language at home after attending coaching classes.

5. Coaching classes are positive and inspiring environments which are necessary for better learning.



The fifth question was whether after school coaching classes are positive and have inspiring environments which are necessary for better English language learning. According to the graph above, 21.2% students said “Strongly agree” and 39.4% students said “agree” while 18.20% answered “neither agree nor disagree” on the other hand 12.10% said “disagree” and the rest of 9.10% students said “strongly disagree”. The graph above shows that total 60.60% of the students agree with the statement that after school coaching classes are positive and inspiring environments which are necessary for better learning English language.

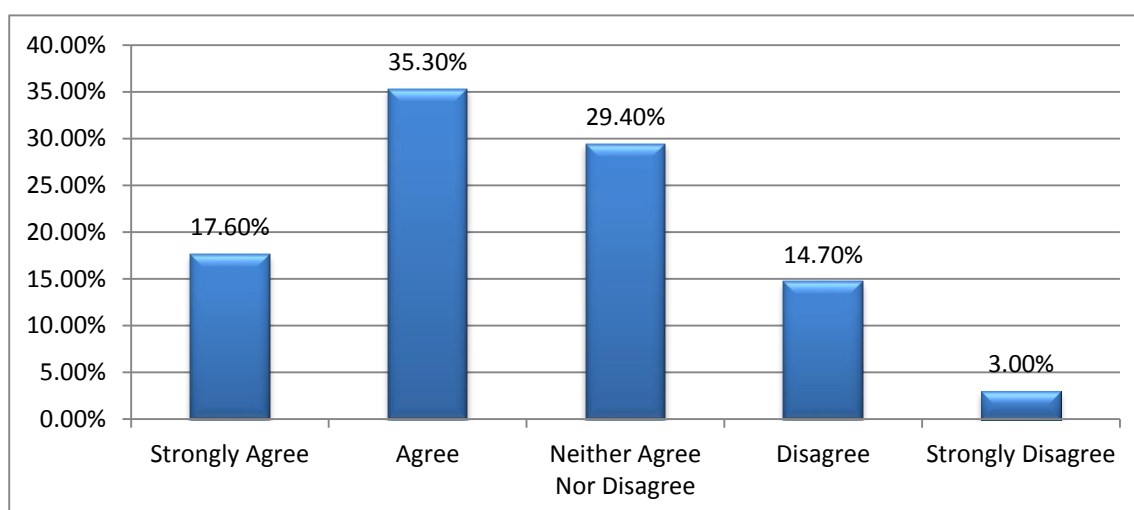
6. After school coaching classes help us to understand or learn English language more than regular school classes.



IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

The sixth question was whether after school coaching classes help students more than regular school classes. According to the graph above, 23.50% students said “Strongly agree” and 44.10% students said “agree” while 20.60% answered “neither agree nor disagree” on the other hand 8.80% said “disagree” and the rest of 2.90% students said “strongly disagree”. The graph above shows that total 67.60% of the students agree with the statement that after school coaching classes help students for learning or understanding English language more than regular school classes.

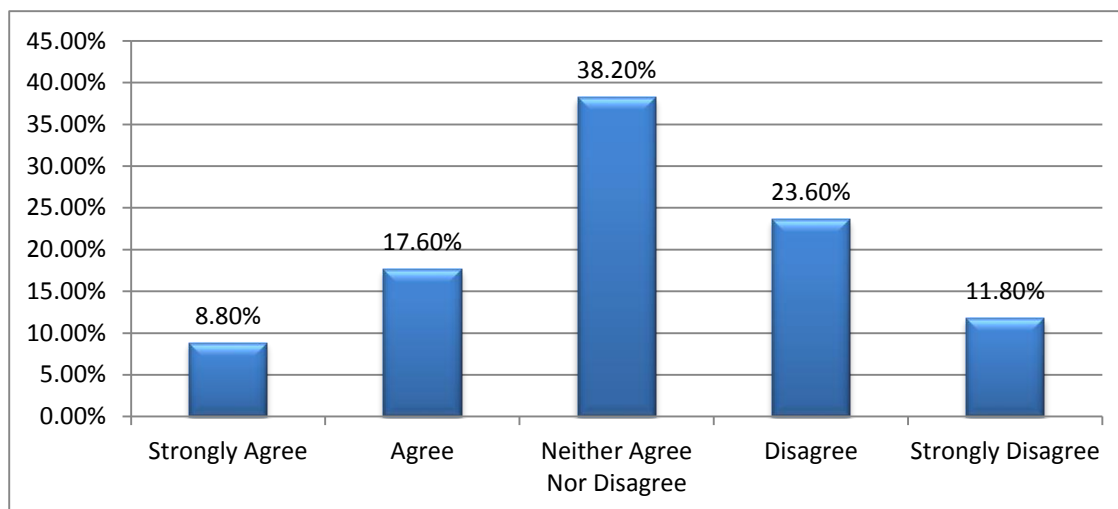
7. Teachers encourage us to do coaching classes.



The seventh question was whether teachers encourage students to do after school coaching class. According to the graph above, 17.60% students said “Strongly agree” and 35.3% students said “agree” while 29.40% answered “neither agree nor disagree” on the other hand 14.7% said “disagree” and the rest of 3% students said “strongly disagree”. The graph above shows that total 52.9% of the students agree with the statement that teachers encourage students to do coaching class.

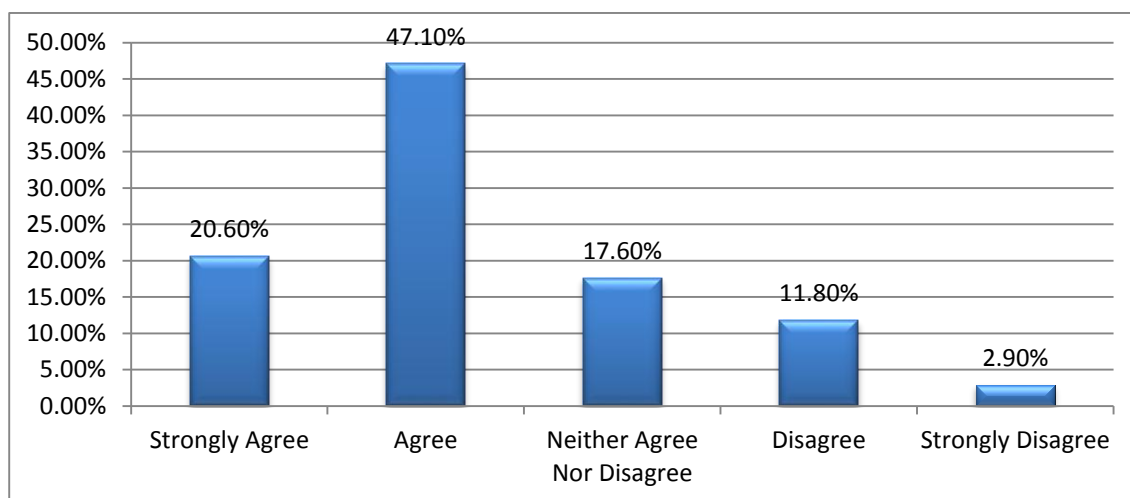
8. Regular classes and after school coaching classes are both same to me for learning

English language (L2).



The eighth question was whether regular classes and after school coaching classes both are same to the students. According to the graph above, 8.80% students said “Strongly agree” and 16.60% students said “agree” while 38.20% answered “neither agree nor disagree” on the other hand 23.60% said “disagree” and the rest of 11.80% students said “strongly disagree”. The graph above shows that total 35.4% of the students disagree with the statement that regular classes and English subject coaching classes both are same to them.

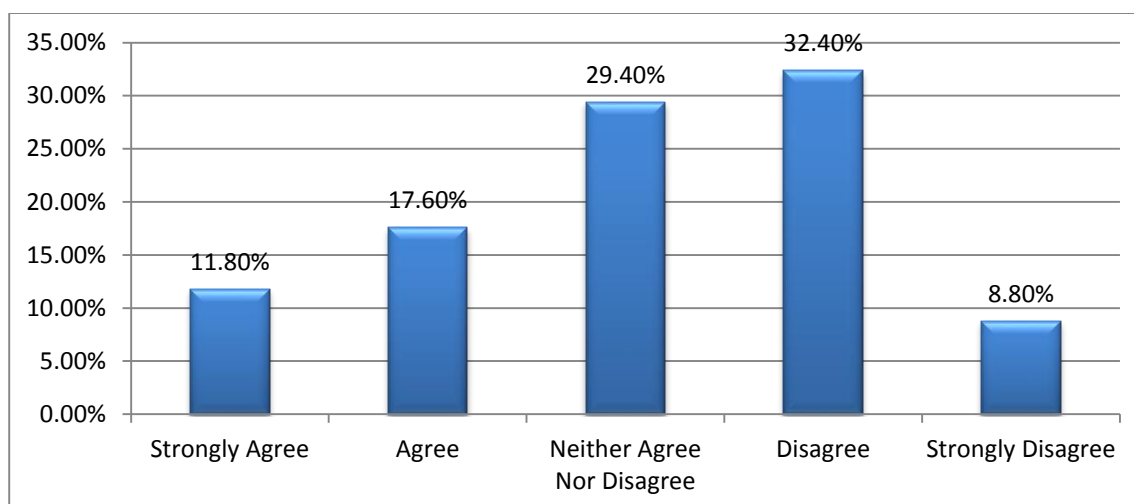
9. After school coaching helps us to complete our assignments and daily homework on time.



IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

The ninth question was whether after school coaching helps them to complete their assignments and daily homework on time. According to the graph above, 20.6% students said “Strongly agree” and 47.1% students said “agree” while 17.6% answered “neither agree nor disagree” on the other hand 11.8% said “disagree” and the rest of 2.9% students said “strongly disagree”. The graph above shows that total 67.7% of the students agree with the statement that after school coaching helps them to complete their assignments and daily homework on time.

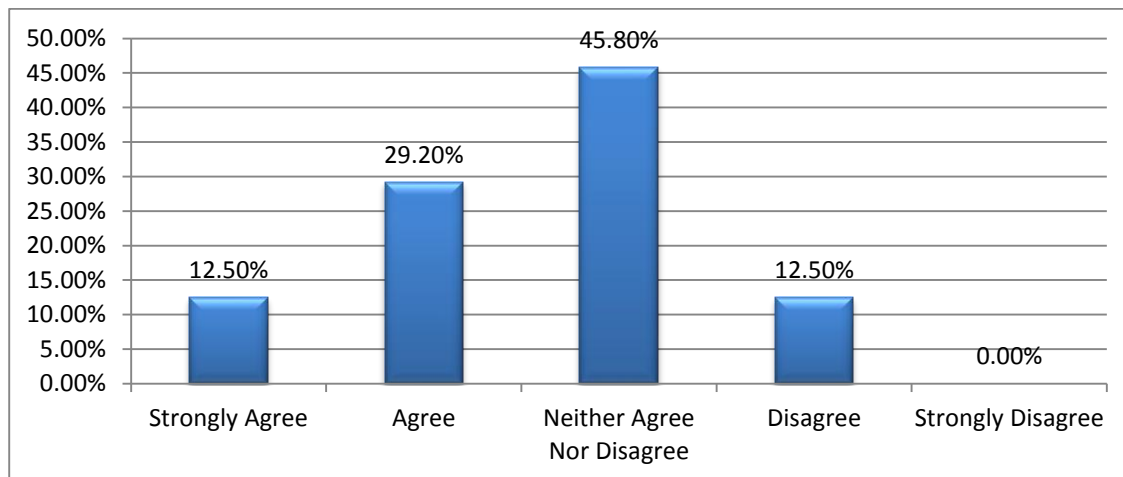
10. Coaching classes for learning English as second language at the secondary school-level are completely unnecessary.



The tenth question was whether coaching classes for learning English language at the secondary school-level are completely unnecessary. According to the graph above, 11.8% students said “Strongly agree” and 17.60% students said “agree” while 29.4% answered “neither agree nor disagree” on the other hand 32.40% said “disagree” and the rest of 8.8% students said “strongly disagree”. The graph above shows that total 41.2% of the students disagree with the statement that coaching classes for learning English at the secondary school-level are completely unnecessary.

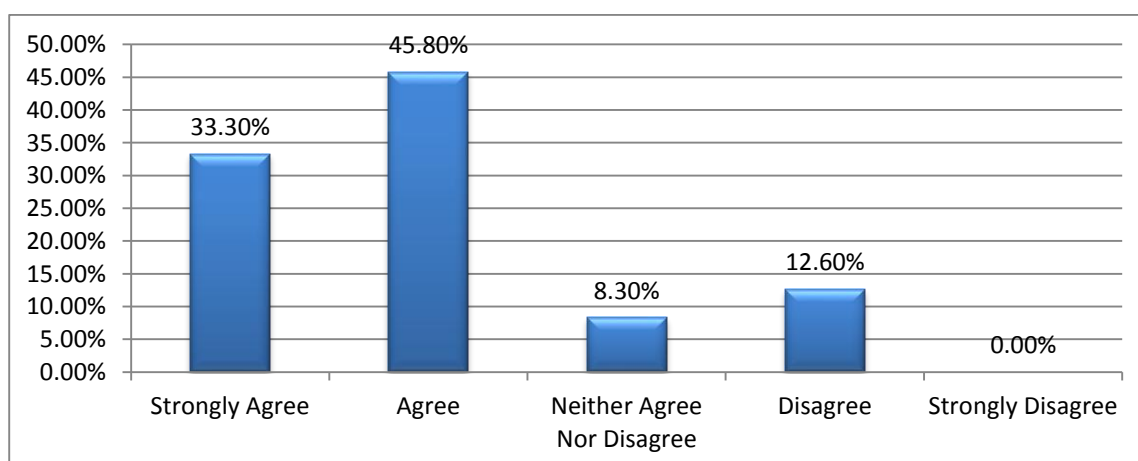
4.1.3 Parents' Opinion:

1. Coaching classes are very important for learning English language.



The first question was whether after school coaching is very important for learning English language. According to the graph above, 12.5% parents said “Strongly agree” and 29.20% parents said “agree” while 45.80% answered “neither agree nor disagree” 12.50% said “disagree” and the rest 8.40% said “strongly disagree. The graph above shows that total 41.70% of the parents agrees that coaching is very important for learning English.

2. Students can learn English language more in classroom than coaching.

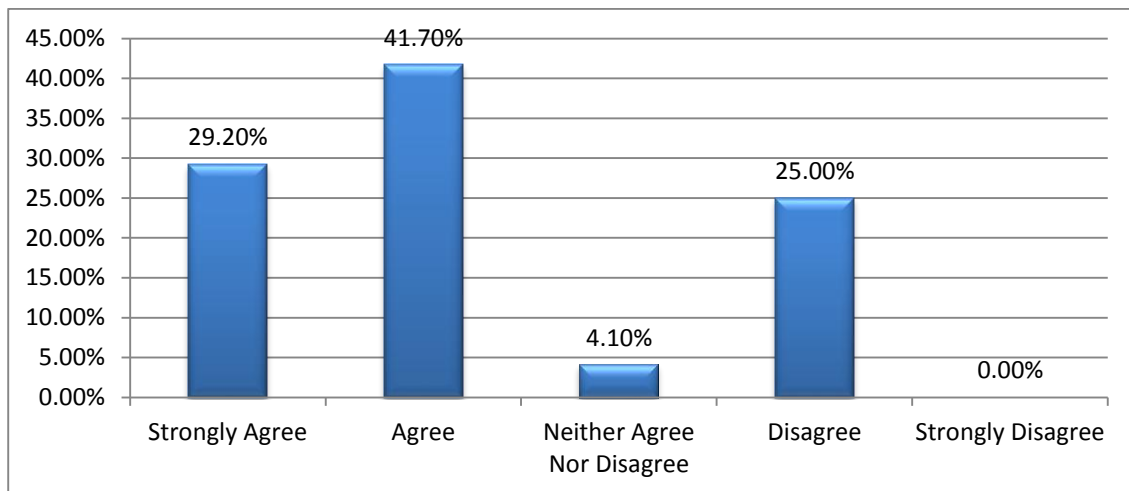


The second question was whether students can learn English language more in classroom than coaching. According to the graph above, 33.3% parents said “Strongly agree” and 45.8% parents said “agree” while 8.30% answered “neither agree nor disagree” on the other hand

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

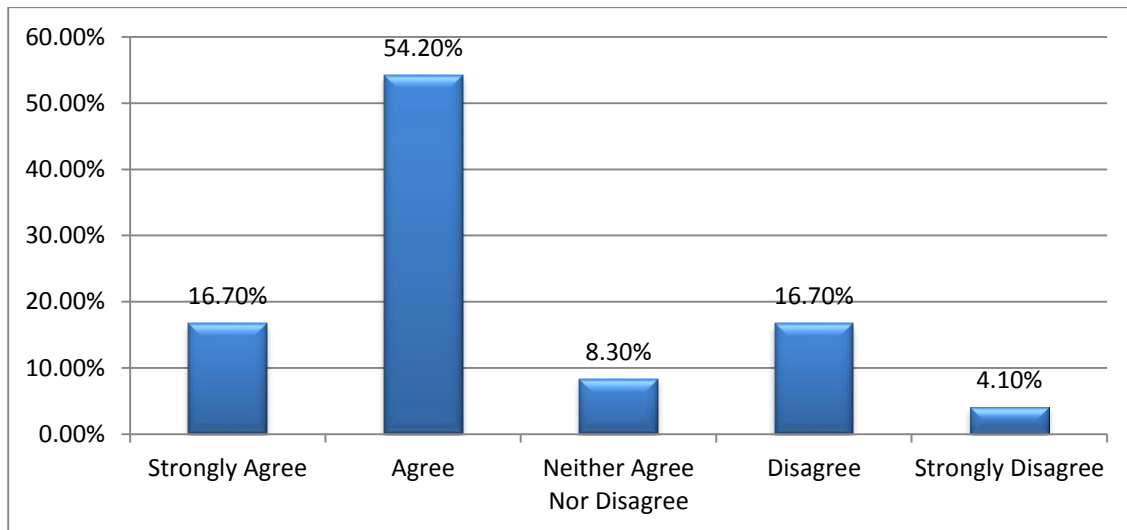
12.60% said “disagree”. The graph above shows that total 79.10% of the parents agree with the statement that students can learn English language more in classroom than coaching.

3. Teachers always focus on after school coaching classes than classroom teaching in English.



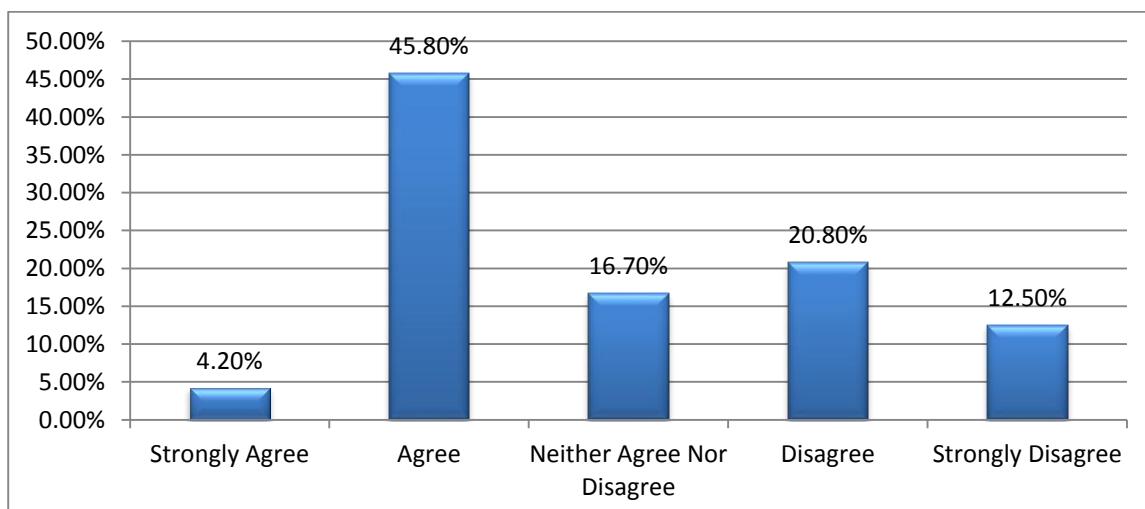
The third question was whether teachers always focus on classroom based learning than coaching for teaching English. According to the graph above, 29.2% parents said “Strongly agree” and 41.7% parents said “agree” while 4.1% answered “neither agree nor disagree” on the other hand 25% said “disagree”. The graph above shows that total 70.90% of the parents agree with the statement that teachers always focus on classroom based learning than coaching.

4. Being a parent, I want my child to attend coaching for good result in English language subject.



The fourth question was whether parents want their child to attend coaching for good result in English language subject. According to the graph above, 16.7% parents said “Strongly agree” and 54.2% parents said “agree” while 8.3% answered “neither agree nor disagree” on the other hand 16.70% said “disagree” and the rest of 4.10% parents said “strongly disagree”. The graph above shows that total 70.90% of the parents agree with the statement that parents want their child to attend coaching for good result in English language subject.

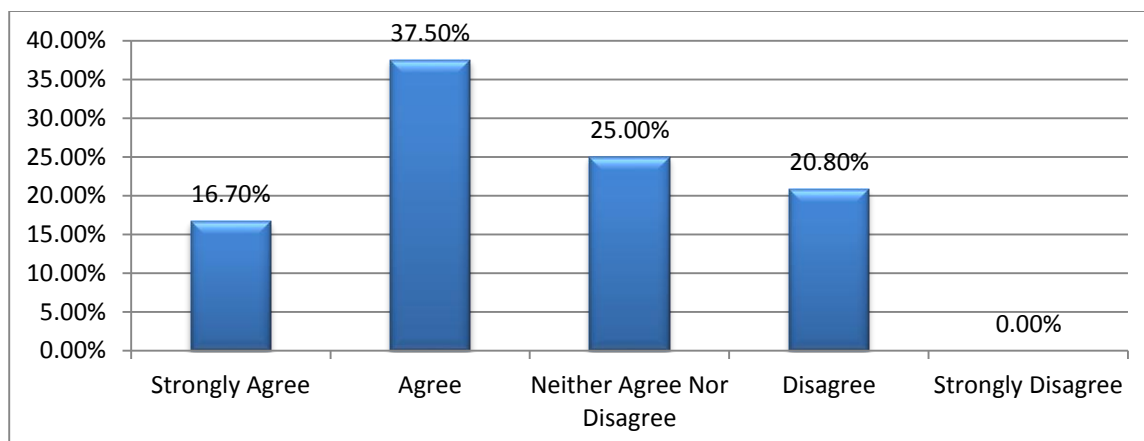
5. Students who attend coaching classes get more marks in English language subject than students who do NOT.



IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

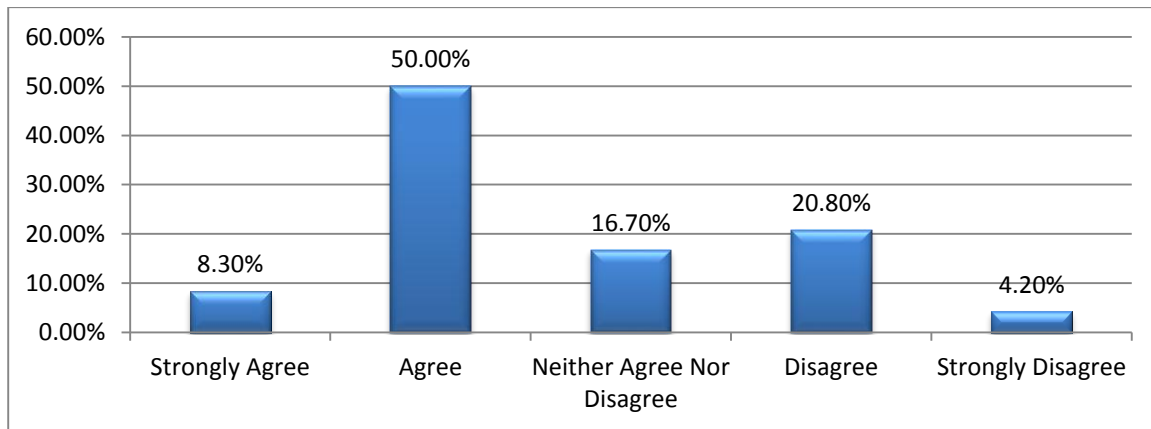
The fifth question was whether students who attend coaching classes get more marks than students who do not. According to the graph above, 4.2% parents said “Strongly agree” and 45.8% parents said “agree” while 16.7% answered “neither agree nor disagree” on the other hand 20.80% said “disagree” and the rest of 12.50% parents said “strongly disagree”. The graph above shows that total 50% of the parents agree with the statement that students who attend English language coaching classes get more marks in that subject than students who do not.

6. Coaching classes help students to enhance their four skills (reading, writing, listening and speaking) properly in English Language.



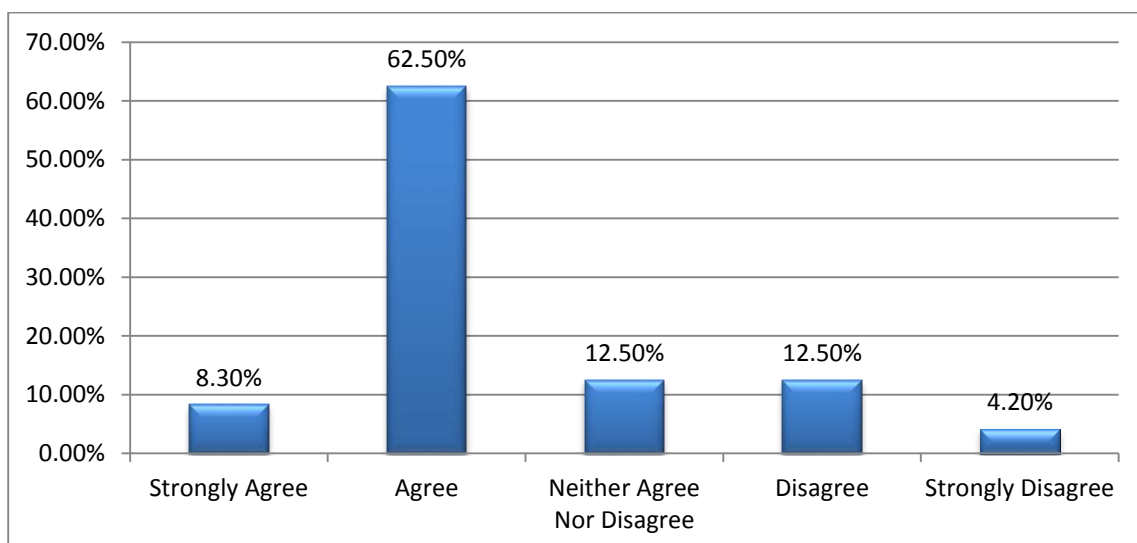
The sixth question was whether English language coaching classes help students to enhance their learning capacity. According to the graph above, 16.6% parents said “Strongly agree” and 37.5% parents said “agree” while 25% answered “neither agree nor disagree” on the other hand 20.8% said “disagree”. The graph above shows that total 54.20% of the parents agree with the statement that English language coaching classes help students to enhance their learning capacity.

7. After school coaching classes always reduce pressure of learning English language at home.



The seventh question was whether afterschool coaching classes always reduce pressure of learning at home. According to the graph above, 8.3% parents said “Strongly agree” and 50% parents said “agree” while 16.7% answered “neither agree nor disagree” on the other hand 20.8% said “disagree” and the rest of 4.2% parents said “strongly disagree”. The graph above shows that total 58.30% of the parents agree with the statement that afterschool coaching classes always reduce pressure of learning English language at home.

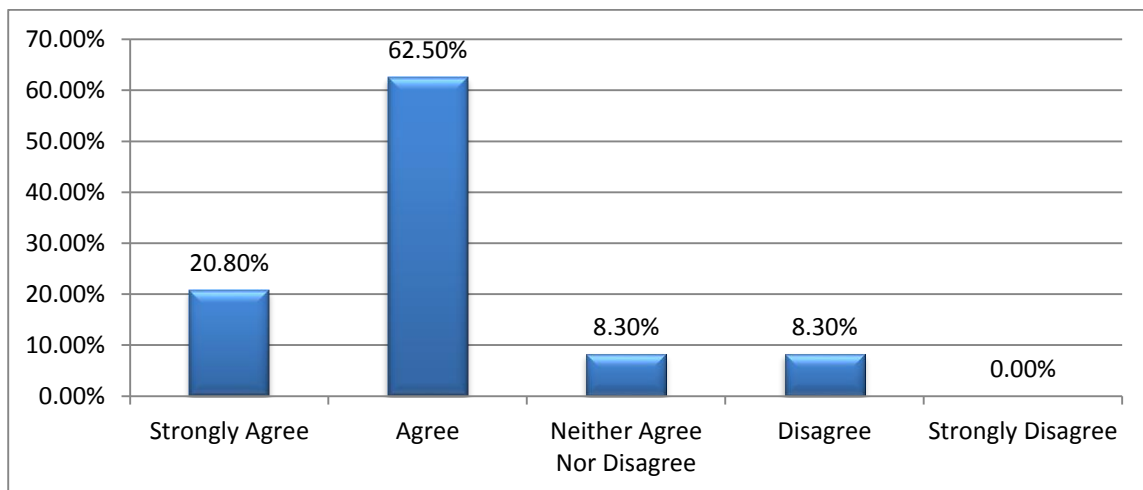
8. Being a parent, I think most of students do not need to go for coaching classes after school for learning English language.



IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

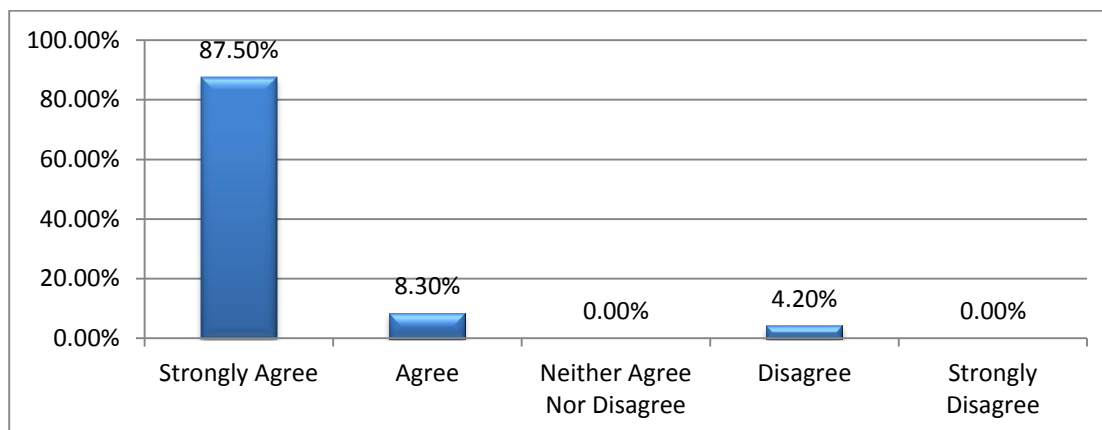
The eighth question was whether think most of students do not need to go for coaching classes after school for learning English. According to the graph above, 8.3% parents said “Strongly agree” and 62.5% parents said “agree” while 12.5% answered “neither agree nor disagree” on the other hand 12.5% said “disagree” and the rest of 4.2% parents said “strongly disagree”. The graph above shows that total 70.80% of the parents agree with the statement that think most of students do not need to go for coaching classes after school.

9. Coaching classes not only focus text books but also provide extra worksheets/ notes to help my child learn English.



The ninth question was whether coaching classes not only focus text books but also provide notes. That’s why I am interested to send my child. According to the graph above, 20.8% parents said “Strongly agree” and 62.5% parents said “agree” while 8.3% answered “neither agree nor disagree” on the other hand 8.3% said “disagree”. The graph above shows that total 83.3% of the parents agree with the statement that coaching classes not only focus text books but also provide notes. That’s why I am interested to send my child.

10. Now- a-days, after school English language coaching classes are becoming more commercial.



The tenth question was whether after school coaching classes are becoming more commercial. According to the graph above, almost all the parents strongly agreed about the statement that coaching classes are becoming more commercial. Majority of parents (87.5%) said “Strongly agree” and 8.3% parents said “agree on the other hand only 4.2% said “disagree. The graph above shows that total 95.8% of the parents agree with the statement that after school coaching classes are becoming more commercial.

4.2. Outcome of Schools and Coaching Class Observations

The observation form made with 20 queries based on preparation, materials, style, time and comprehension. This form is an important part of my thesis for collecting data regarding on both school and coaching English language classroom situation. The classroom observation form is given below:

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

Observation Form

Questions	School (B)		School (E)		Coaching (B)		Coaching (E)
	Class- 7 Total students-- 62 Present: 59	Class- 8 Total students-- 63 Present: 62	Class- 6 Total students-- 36 Present: 34	Class- 7 Total students-- 36 Present: 30	Class- 8 Total students-- 28 Present: 27	Class- 9 Total students-- 22 Present: 22	Class- 8, 9, 10 (together) Total students-- 19 Present: 17
	Date- 27/11/2017	Date- 27/11/2017	Date- 28/11/2017	Date- 28/11/2017	Date- 29/11/2017	Date- 29/11/2017	Date- 29/11/2017
1. The teacher/ instructor was well prepared and well organized in English language coaching/class.	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2. The teacher asked and answered questions regarding English language carefully and satisfactorily.	Yes	No	Yes	Yes	Yes	Yes	Yes
3. Teacher's fluency was in English language all the time.	No	No	Yes	Yes	No	No	No
4. Teacher explained or solved any problem regarding English language in Bangla.	Yes	Not really	No	No	Yes	Yes	Yes
5. Pronunciation, intonation, fluency and appropriate use of language.	Not really	No	Yes	Yes	Not really	Not really	Not really
6. The coaching/class material related in English language subject was explained in an understandable way.	Yes	No	Yes	Yes	Yes	Yes	Yes
7. Materials were presented at students' level of comprehension.	Yes	Yes	Yes	Yes	Yes	Yes	Not really
8. Teacher linked new materials to previously learned concepts. (Asked few students)	Not really	No	Not really	Yes	Not really	Not really	Not really
9. Teacher used visuals and handouts where appropriate to accompany verbal presentation.	Only text book	Only text book	Text book and handouts	Text book and handouts	Only handouts	Only handouts	Only handouts

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

10. The teacher/ instructor knew when the students were having trouble understanding the English language.	No	No	Yes	No	Yes	Yes	Yes
11. The teacher/ instructor showed interest and enthusiasm for the subject taught.	Yes	Yes	Yes	Yes	Yes	Yes	Yes
12. The teacher/ instructor moved around the class and made eye contact with students.	No	Yes	Yes	Yes	No	No	No
13. The teacher knew students' name.	Not really	Not really	Yes	Yes	Yes	Yes	Yes
14. The teacher/ instructor positively reinforced the students.	Yes	Not really	Yes	Yes	Yes	Yes	Yes
15. Teacher's / instructor's speech was neither too formal not too casual.	Yes	Yes	Formal	Formal	Yes	Yes	Yes
16. Teacher/ instructor encouraged student participation in class.	Yes	Not really	Yes	Yes	Yes	Yes	Yes
17. The teacher was able to control the class.	Yes	Yes	Yes	Yes	Yes	Yes	Yes
18. An appropriate portion of class time was dedicated for students' production.	Not really	Not really	Not really	Not really	Yes	Yes	Yes
19. Teacher's directions were clear and students were able to carry them.	Not really	Not really	Yes	Yes	Yes	Yes	Yes
20. The class felt free to ask questions, to express their own ideas.	No	No	Yes	Yes	Yes	Yes	Yes

This observation form gives us a clear idea about the teacher's way of conducting the English language class. Here, Queries 1-5 are concerned with the preparations and fluency of the instructors. Queries 6-9 are concerned with the materials that used in class and quality of the teacher's presentation. Queries 10-17 are concerned with the care of students' comprehension of language, relationship between the teachers' and students. Query 18 is concerned with the class time. Queries number 19 and 20 are concerned with learners' ability to comprehend

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

lectures and ask question to teachers. I have observed four English language classes conducted in both Bangla and English medium schools (two from each) and three English language classes conducted at coaching centres (classes from 8, 9 and 10) of secondary level.

In Bangla medium school, teachers explained the subject to the students through Bangla language whereas in English medium school, teachers explained everything in English language. Nonetheless, in both coaching centres, either that be for English medium students or Bangla medium students, coaching instructor used Bangla language.

During my survey, I also observed classroom environment. Bangla medium schools' classrooms were small with a great number of students together. But English medium schools' classes were very small with a small number of students.

In Bangla medium, school teachers entered their individual class with smiling face as both the teachers and students know each other very well. The teacher called the roll number of students. There were almost sixty students in each classroom in English language classroom of Bangla medium, and 40 minutes was allocated for each class. English teacher of class 7 was very friendly and controlled the class very well. She followed only text book and gave lectures on a specific topic. The other teachers wrote on the blackboard and rushed through the lessons. They also said to read the lesson thoroughly at home. Their main attention was to complete the lesson on time. Their direction was not much clear.

On the other side, English medium schools' classes were filled up 30-35 students with 40 minutes time allocation. The teachers' direction was clear and well prepared regarding the topic of English language. English teacher of class 7 used multi-media to show a video that related the topic. Teacher used both textbook and handouts in such a short time class. Teacher provided handouts (title was 'Worksheet') to students to do some exercises regarding that topic. For this reason, she could not encourage learners to ask questions when they were

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

having trouble to understand any lesson. Teacher of Class 6 used textbook only and encouraged learners to ask questions when they faced any problem to understand anything regarding topic. So, students felt free to ask questions and expressed their own ideas. She was also able to control the whole class in a proper manner.

Apart from the schools, I observed three coaching classes' environment also. The classroom was an individual room either of apartments or flats. Classrooms were very small. Students were sitting on wooden benches which were small in size. There were almost 25-30 students in each English coaching classroom of Bangla medium, whereas for English medium coaching centres there were approximately 8-10 students in English class. 1 to 1.30 hours was allocated for each English class in all coaching centres. In Bangla medium, coaching centre's teacher of class-8, provided a note/ information sheet that was full of English grammar rules based on a particular topic of English Language. Then he explained all the rules with examples one by one to students with the help of a marker and white board. Other teacher (class- 9) used text book and gave them a task to do a comprehension based work (a paragraph followed by few questions). His direction was helpful and well prepared. All of the coaching instructors' lectures were not formal. The students felt free to ask questions and instructor helped them to understand each and everything. English medium coaching centre's students of class 8, 9, 10 were taught together as the O'level syllabus was the same for all three classes. The materials were same for each of them. Because they studied in English medium school, they easily understood the topic and they did not need much explanation from instructor to understand the topic.

Chapter: 5

5. Findings and Discussion

5.1 Findings

According to the survey and presentation in the data analysis, three kinds of answers are found from those three groups of people of the education system of our country. Teachers explain how well the students do in the class room and what benefits are gained from attending extra coaching classes. Moreover, they have agreed on that students are more likely to have coaching classes than paying attention to regular classroom studies. Teachers agreed that students who attend coaching classes often do not do their classes attentively. The weak students get extra care in the coaching classes. However, most of the students lose interest in paying attention in classroom studies as those topics are also covered in the coaching classes. Both teachers and parents agreed on the fact that teachers give their full effort in coaching classes rather than regular classes.

One third of students agreed that they can learn most of their lessons in classroom. However, they have also accepted that they can get help from the coaching classes and the lesson becomes much easier in the coaching classes. Many of them believed that coaching classes help them to bring good marks in their results only. Then they lose their interest on having classes on the same topic again which they already covered in the coaching sessions. They do not feel the necessity of attending classes properly since they know that all the lessons will be covered.

Parents in this issue always keep different perspectives. They take the system of coaching sessions for the students by the teachers as a negative side of the education system of our country. They strongly deny any importance of the coaching after regular classes in the

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

classrooms. On the contrary, they believe that students can learn more and get good marks because of coaching centres. 54% of the parents, who participated in the survey, stated that they want their children to go for coaching classes to get good grades though coaching classes are becoming more commercial (agreed by 87% of parents).

The following explanation of the findings from the data of the survey sums up the current outlook of students, parents and teachers about classroom learning and coaching studies. Different comments are heard from different perspectives. So the data analysis makes it easier to have a good idea about this research.

5.2 Discussion

In the findings section, the issues were discussed according to the perspectives of teachers, students and parents from the survey and data analysis. Coaching centre has become so deeply involved in Bangladeshi education system for teaching L2 learners that almost 90 percent of both weak and talented students depend on coaching centres. The most common scenario is that students are demanding more of coaching learning and paying less attention in academic classes because of the short term benefits of coaching classes.

As a survey conductor, I do not put blame on students because through the classroom observation it is found that teachers do not give enough time to teach thoroughly in school but still expect students to learn any lesson carefully. It is quite difficult for secondary level students to learn vocabularies, grammar and other segments of English by themselves for learning it as second language. So, they try to find out tutors to fill the gaps of what they do not learn in the class of schools. Teachers are defending the blame that are put on education system while parents are demanding that coaching system should be banned and educational institutions should focus on regular classes than forcing students to join coaching classes.

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

Private coaching has both positive and negative sides. It would not be a wise decision to avoid or ban private coaching classes. We should recognize the importance of this extra knowledge deliver centre. If any student thinks that he/she needs extra care for learning English for winning the battle of life and to get a good position in country, he/ she should be admitted for developing his/her skills and achieving goals. On the other hand, after school coaching is very famous to the students. In the coaching centre, students are given special care by instructors to learn English. Some teachers are involved in private teaching to earn extra money while some do it for a polite survival.

Chapter: 6

6. Recommendation and Conclusion

6.1 Recommendations

- Education is the process of creating quality leaders for the society. So, parents should not depend on coaching classes only. They also need to focus on the quality of teaching in school.
- Bangla medium school should reduce the number of students from each classroom. As there are too many students, it is difficult to focus on students' four skills (reading, writing, listening and speaking). It is better to make one class consisting of 30 students.
- In Bangla medium school, English is taught as a regular subject only but for students' bright future, English needs to be given extra care.
- Teachers of all educational institutions should not relate to coaching without the permission of authority. They should be more dutiful in their work places.
- Teachers and students should communicate in English language because this is a language that needs to learn. So, it needs to be practiced regularly.
- Weak students can be sent in coaching for learning English language.
- All the teachers and instructors of English language need to take training from the government.

6.2 Conclusion

This research is all about the impact of coaching classes on students' English language learning in secondary school. From the above, it can be said that coaching classes of English language have both positive and negative aspects. Now-a-days, so many students do not get

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

proper job after achieving their higher level degree because of being weak in English language from the beginning. From primary level to university, most students study in Bangla medium educational institute. They face the cruel reality when they face job interviews. It is often very tough to get a good position without knowing English properly in this competitive job market. Due to this reason, most of the parents are worried about their children's future for which they give extra concentration to their children's English learning. English teaching quality does not have very high standard at primary level in Bangla medium schools but English medium schools are maintain their level best to teach students English language though it is quiet expensive to admit a child in English medium school. For this reason, parents seek well-organized private tutors for their child's betterment in future. It would not be a wise decision for the Bangladesh Government to ban private tutoring. If weak learners need help to learn language in secondary level of school which can be provided by a private coaching, he/ she should go there. So Bangladesh government should raise awareness about it rather than prohibiting it from its existence.

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Appendix- 1

Teacher's Questionnaires:

A Note for Teachers:

This questionnaire is meant for a study on “Impact of coaching classes on students’ English language (L2) learning in secondary school” and will be used as a part of Master’s research.

Your answer will be treated as highly confidential and will be used only for the research purposes only. Your co-operation will be highly appreciated.

Instruction:

School’s Name: _____

Please tick (√) the box to indicate the extent to which you agree or disagree with each of the following statements.

Questions	Strongly agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly disagree
1. Students try to learn English as second language in the class.					
2. Students who attend coaching classes to learn English language (L2) are also very attentive in classroom.					
3. All the students’ attitudes are same in the English language classroom although some of them attend English language coaching.					
4. Mainly, teachers focus on after school coaching classes than regular classroom teaching in English					

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

language subject.					
5. After school coaching classes are very effective for weak students to learn English language.					
6. Students, who are always attentive in their English language class, do NOT need coaching classes.					
7. By attending coaching after school, students get help with their daily lessons and do homework regularly to learn English language					
8. Students can improve their four skills (reading, writing, listening and speaking) properly in coaching classes while learning English as second language (L2).					
9. Use of multimedia in class is very helpful to teach students.					
10. After school coaching should focus more on enhancing students' intellectual and social abilities than just on improving their grades.					

Student’s Questionnaires:

A Note for Students:

This questionnaire is meant for a study on “Impact of coaching classes on students’ English language (L2) learning in secondary school” and will be used as a part of Master’s research. Your answer will be treated as highly confidential and will be used only for the research purposes only. Your co-operation will be highly appreciated.

Instruction:

School’s Name: _____

Please tick (√) the box to indicate the extent to which you agree or disagree with each of the following statements.

Questions	Strongly agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly disagree
1. We can learn English language (L2) in class rather than in coaching.					
2. After school, coaching helps to us to get good marks only.					
3. We do our classes properly even if we attend the coaching.					
4. As I go to after school coaching, I do not feel the need to give extra effort for learning English language at home.					
5. Coaching classes are positive and inspiring environments which are necessary for better learning.					

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

6. After school coaching classes help us to understand or learn English language more than regular school classes.					
7. Teachers encourage us to do after school coaching classes.					
8. Regular classes and after school coaching classes are both same to me for learning English language (L2).					
9. After school coaching helps us to complete our assignments and daily homework on time					
10. Coaching classes for learning English as second language at the secondary school-level are completely unnecessary.					

Parent’s Questionnaires:

A Note for Parents:

This questionnaire is meant for a study on “Impact of coaching classes on students’ English language (L2) learning in secondary school” and will be used as a part of Master’s research. Your answer will be treated as highly confidential and will be used only for the research purposes only. Your co-operation will be highly appreciated.

Instruction:

School’s Name: _____

Please tick (√) the box to indicate the extent to which you agree or disagree with each of the following statements.

Questions	Strongly agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly disagree
1. Coaching classes are very important for learning English language.					
2. Students can learn English language more in classroom than coaching					
3. Teachers always focus on after school coaching classes than classroom teaching in English.					
4. Being a parent, I want my child to attend coaching for good result in English language subject.					
5. Students who attend coaching classes get more marks in English language subject than students who					

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

do NOT.					
6. Coaching classes help students to enhance their four skills (reading, writing, listening and speaking) properly in English Language.					
7. Afterschool coaching classes always reduce pressure of learning English language at home.					
8. Being a parent, I think most of students do not need to go for coaching classes after school for learning English language.					
9. Coaching classes not only focus text books but also provide extra worksheets/ notes to help my child learn English.					
10. Now- a-days, after school English language coaching classes are becoming more commercial.					

Appendix- 2

Observation Form

Questions	School (B)		School (E)		Coaching (B)		Coaching (E)	
	Class- Total students- Present:	Class- Total students- Present:	Class- Total students- Present:	Class- Total students- Present:	Class- Total students- Present:	Class- Total students- Present:	Class- Total students- Present:	Class- Total students- Present:
	Date-	Date-	Date-	Date-	Date-	Date-	Date-	Date-
1. The teacher/ instructor was well prepared and well organized in English language coaching/class.								
2. The teacher asked and answered questions regarding English language carefully and satisfactorily.								
3. Teacher's fluency was in English language all the time.								
4. Teacher explained or solved any problem regarding English language in Bangla.								
5. Pronunciation, intonation, fluency and appropriate use of language.								
6. The coaching/class material related in English language subject was explained in an understandable way.								
7. Materials were presented at students' level of comprehension.								
8. Teacher linked new materials to previously learned concepts. (Asked few students)								
9. Teacher used visuals and handouts where appropriate to accompany verbal presentation.								
10. The teacher/ instructor								

IMPACT OF ENGLISH (L2) COACHING CLASSES ON STUDENTS

knew when the students were having trouble understanding the English language.								
11. The teacher/ instructor showed interest and enthusiasm for the subject taught.								
12. The teacher/ instructor moved around the class and made eye contact with students.								
13. The teacher knew students' name.								
14. The teacher/ instructor positively reinforced the students.								
15. Teacher's / instructor's speech was neither too formal not too casual.								
16. Teacher/ instructor encouraged student participation in class.								
17. The teacher was able to control and the class.								
18. An appropriate portion of class time was dedicated for students' production.								
19. Teacher's directions were clear and students were able to carry them.								
20. The class felt free to ask questions, to express their own ideas.								