The Expansion of Private Tutoring in English in Rural Bangladesh: Perceptions of Students, Parents, and Teachers on Effectiveness, Ethicality, and Government Regulations regarding Private Tutoring in English

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A thesis submitted to the Department of English and Humanities in partial fulfillment of
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Declaration

It is hereby declared that

1. The thesis submitted is my 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 have acknowledged all main sources of help.

Student's Full Name & Signature:

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Approval

The thesis titled "The Expansion of Private Tutoring in English in Rural Bangladesh: Perceptions of Students, Parents, and Teachers on Effectiveness, Ethicality, and Government Regulations regarding Private Tutoring in English" submitted by Md. Jubaydul Islam (15303017) of Summer, 2019 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English on August 24, 2019.

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Abstract

Though the shadow of PT-E (Private Tutoring in English) has been evolving to its best there has not been adequate research on PT-E in Bangladesh. However, in the recent years, PT (Private Tutoring) has engrossed researchers' attention as the government of Bangladesh has imposed some regulations on PT that have been followed by a High Court verdict in support of the government. The government has imposed some uniform policies while English teaching-learning scenarios in Bangladesh are diverse in terms of context and in terms of stakeholders' responses. Question arises, will these uniform regulations be beneficial to all of the students of Bangladesh, and how does this question can be answered? Hence, based on the specific context of the study, this qualitative research attempts to explore and document the responses of students, parents, and teachers' perceptions on effectiveness, ethicality & government regulation regarding PT-E. The researcher has interviewed twelve students, five parents, and four teachers from three different institutions of a rural region of Bangladesh to explore their perceptions regarding PT-E. This research has explored that PT-E is beneficial to students as they understand English lectures better in PT class than of school-class lectures, they get chance for regular practice and assessment, and they get individual feedback in private tuition. Parents think their children become more regular and serious in studying English when students take private tuition in English. Teachers believe they can serve better in private tutoring class as less and manageable number of students are taught in each private tutoring batch, and they can put required quality attention to individual students. Most of the participants believe there is nothing unethical in taking private tuition or in doing PT as long as students get the freedom of choosing their private tutor, and the number of students in a batch are between 25-30. Moreover, students, parents, and teachers are satisfied with some of the section of government regulations, however, for having better teaching-learning outcome, they have recommended some changes in those prescribed regulations.

Keywords: Private Tutoring; Effectiveness; Ethicality; Assessment; Feedback; Policy

Dedication

*I would like to dedicate this work to my father, **Md. Jamshed Ahamed** and to my mother,*

Bilkis Akhter*.*

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All praise to the most forgiving, the most merciful almighty Allah who provides me the ability to read, write, listen, speak, and to interpret. I would like to express my lifelong gratitude to my parents, my grandparents, and to my teachers. I owe to my parents an everlasting immense debt as they never left a tiny space for me to complain regarding their support, guidance, care, tolerance, and love towards me. I express my deep gratitude towards my grandparents, precisely to my Nanabhai (may Allah rest him in peace in Jannah) whose constant effort, affection, and guidelines have helped me to experience the most stunning childhood someone can ever have in his life. His ethics, honesty, analytical ability, world view, and reading habit have influenced my life, and I feel my life has been way easier only because I could pass my childhood in touch with him. I am grateful to all of my teachers, precisely to Mr. Ardhendu Klanti Das, Miss Moni Dipa, Mr. Tarek Ahmed, Mr. Shikdar as they have tolerated my childness, and they have helped me to develop my insight towards academia and towards life. Most prominently, I must express my endless gratitude to my university teachers. I am thankful to Mohammad Mahmudul Haque, his lectures have helped me to enrich my knowledge in Linguistics & ELT. His teaching has helped me to learn how to analyze an issue from different perspectives. I would like to express my gratitude to Professor Firdous Azim (Chairperson of ENH), Dr. Asifa Sultana, Dr. Sabreena Ahmed, Ms. Pritilata Sharma, Roohi Huda, Anika Saba, S.M. Mohibul Hasan, Nawshaba Ahmed, Nishat Sharmin, Md. Aftab Uddin Chowdhury, Mr. Kushal Das, Md. Julhas Uddin, and to Mr. Md. Mamunur Rashid for enlightening me towards different stream of studies. Moreover, I am immensely grateful to Miss Lubaba Sanjana for her constant support and guidance towards me. It is an immense blessing of Almighty Allah that He has made her to choose teaching as her profession. Last but not least, my thesis supervisor Dr. Al-Amin has been a tremendous support and resource for me. Without his tolerance and guidance, I could not end this journey of writing my thesis.

I would also like to take the opportunity to show my gratitude to my friend Sheikh Nahiyan, his advices have helped me to complete this thesis. Furthermore, I am grateful to my friend Nasar, Mahmudul, Mezan, and to my younger brothers Mamun and Zahid who have made the data collection procedure easier for me. Also, I am thankful to all of the participants for showing their helping attitude regarding this study. I wholeheartedly pray to almighty Allah to reward all of the aforementioned individuals who have helped me to be successful in academia.

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List of Acronyms

PT   Private Tutoring

PT-E   Private Tutoring in English

ELT   English Language Teaching

NCTB   National Curriculum and Textbook Board

JSC   Junior School Certificate

SSC   Secondary School Certificate

HSC   Higher Secondary School Certificate

GP   Grade Point

GPA   Grade Point Average

SDGs   Sustainable Development Goals

IELTS   International English Language Testing System

GRE   Graduate Record Exam

GMAT   Graduate Management Admission Test

Chapter 1

Introduction

1.1 Diverse contexts, uniform policy

English teaching-learning scenarios are not identical in all over Bangladesh. For instance, there are enough qualified English teachers in the urban regions of Bangladesh, in contrast, there are dire lack of qualified English teachers in the rural regions of Bangladesh (Haider, 2015). When the urban students get numerous choices like qualified school teachers, better coaching centers, home tutors, and private tutors to avail English language learning, the rural students mostly depend on one or two teachers who teach better in that region. To avail English language learning from those qualified one or two teachers, students do not get any other options but going for private tutoring under those teachers (Mahmud & Bray, 2017). However, raising question over the ethicality of practice of PT, the government has enacted some uniform regulations on private tutoring which have imposed several stern limitations on practice of private tutoring ("Teachers can't take coaching classes", 2019). What do students, parents, and teachers think- are these regulations beneficial for English language teaching-learning as far as the context is a rural region of Bangladesh? What do students, parents and teachers think regarding the efficiency and ethicality of private tutoring in English? This study has explored the perceptions of the aforementioned stakeholders concerning the effectiveness, ethicality, and government regulations on private tutoring in English.

Taking around three months of time, the researcher has interviewed twelve students, five parents, and four teachers from three different institutions of a rural region of Bangladesh to explore their perceptions regarding PT-E. A qualitative study has helped the researcher to find out the in-depth precise responses of the stakeholders.

The researcher believes, before implementing any uniform policy concerning ELT for the whole country in general, government must take the perceptions of all related stakeholders from different contexts. Moreover, researching perceptions of PT-E is important because in the absence of limited and inconclusive evidence for its effectiveness, perceptions can be a tool to depict its demand (Hamid, Khan, & Islam, 2018). The researcher hopes, such studies from different contexts of Bangladesh will help the designated policy-makers to introduce more efficient and practical policies to make English language teaching-learning more operative.

1.1.1 Achieving visions through efficient English skills

Lao Tzu, one of the greatest philosophers the world has been introduced to so far, has said, "the journey of a thousand miles begins with one step" (Lao Tzu, n.d.). Bangladesh, A developing country, beloved by millions of people, standing on the verge of celebrating 50 years of its independence, precisely knows what should be the nations' thousand miles goals, and what are the prominent issues on which Bangladesh should put its first step to reach that thousand miles destination. In several occasions the Prime Minister of the country has said, at present Bangladesh aims- to fulfill "Vision 2021", to successfully met the SDGs (Sustainable Development Goals) by eradicating poverty, unemployment, having a strong economy, and providing quality education to the people of Bangladesh ("PM: Bangladesh to become", 2019).

However, researches, reports, and statistics have depicted, one of the predominant factors for which Bangladesh is unable to eradicate unemployment, and unable to have a strong economy is that the country cannot produce workforce who are better communicator in English. Dr, Mir Obaidur Rahman, a veteran economist of the country says, "There are many graduates seeking for job in merchandising but lack in skills in effective communication. The English proficiency is a herculean challenge for many job seekers in Bangladesh" (Rahman, 2018). According to Syed Manzur Elahi, a former advisor to the caretaker government, Bangladesh's migrant workers toil in foreign lands for longer hours compared to peers from other countries, but they earn much less as they lack skills and face a language barrier, depriving themselves of a better future and the country of remittance ("Experts say Bangladeshi migrants", 2015). As it is evident that Bangladesh cannot touch its thousand miles goals, the country cannot become a middle-income country, poverty and unemployment cannot be eradicated from this country- unless and until the country produces human resources with adequate communication skills in English. Now, question arises, if having better skills in English is a dire need for a developing country like Bangladesh, then what are the initiatives have been taken by the designated policy-makers of the country? The answer of this question can be found in the aims and objectives of National Education Policy 2010.

1.1.2 National Education Policy 2010 and English Language Pedagogy

National Education Policy 2010 is formed in the light of achieving SDGs, Vision 2021, Vison 2030, and Vision 2041. Following to that, having the aim to meet the requirements of human

resource development goals of the country, National Education Policy 2010 aims to provide efficient English education so that students, or in other words, the in future employees can be skilled enough to fulfill the visions of making Bangladesh a prosperous country (Ministry of Education, 2010). Hence, English is made a compulsory subject from primary to higher secondary level, and, in terms of higher education, medium of instructions in most of the universities of the country is English (Ministry of Education, 2010).

According to the policy, as far as secondary education is concerned, the aims and objectives of secondary education level will be "to develop a learner with competencies so that s/he can compete in the job market, especially in the economic sector of the country (Ministry of Education, 2010). Furthermore, to have better teaching-learning outcome in the secondary level of education, the policy mentions that teacher-student ratio will have to be progressively raised in phases to 1:30 by 2018 (Ministry of Education, 2010).

1.1.3 National curriculum for English Language Teaching in Secondary Level

To ensure expected learning objectives are met, teacher's role is the most auspicious factor in teaching-learning pedagogy (National Curriculum and Textbook Board, 2012). Furthermore, the curriculum says, it is expected from an English teacher that to fulfill the objectives of each lesson, a teacher must make the lesson as much pleasurable and attractive as possible. Since the age range of students of secondary level is 12-16, hence, they are teen agers and their attentions span is low. Thus, the teacher must make the classroom teaching-learning environment efficient through initiating active participation, group work, role play, demonstration, and debate etc. Moreover, the teachers must take individual needs into consideration. Referring education as a 'block process', the curriculum asked teacher to teach lessons by activating student's schema. To add, it has been instructed that teachers should use appropriate materials and encourage students to learn based on understanding, not to rely on mere memorization. The curriculum guides teachers concerning not to use any discouraging words to the students and asked teachers to deal with students with love, respect, and affection. Also, according to the curriculum, a teacher needs to enable ample opportunities for students to practice the language items that are taught. In addition, it is prescribed that the lectures have to be discussion based, and teacher must encourage students to ask questions. Lastly, acknowledging the benefits of assessment such as- continuous assessment helps identify learner's learning weaknesses and work out for preventive measures instantly, and it provides

opportunities to observe learners' practical work and offers guidance for improvement, the curriculum asked teachers to create opportunities for students so that they can take regular assessment tests (National Curriculum and Textbook Board, 2012).

Now, some of the statistics concerning the secondary education of Bangladesh can be analyzed. In total, 2135333 students have appeared in SSC-2019 exam (Secondary School Certificate Exam) from 28682 different institutions ("SSC result 2019", 2019). On an average, about 75 students from each institution have sit for taking SSC exam. That means, it can be said, in an English class, a teacher needs to deal with around 75 students. In addition, having a look at the SSC exam result of the previous years, of course, it can be extracted that the failure rate in the subject English is way higher than of other subjects (Habib & Adhikary, 2018).

Given the circumstances such as, looking at the guidelines guided by the NCTB concerning the classroom role of the teachers, and gazing at the above-mentioned statistics- at this point the question can be raised: is it possible for the secondary level teachers to practice all the guidelines in class? Had the teachers practiced these roles in classroom, would there have been such misery in the SSC results of the subject English? Another question arises, have the classrooms failed and is that why private tutoring is growing drastically? Again, what do the students, teachers, and the parents thinks- has private tutoring been successful enough to provide treatment to the classroom lacking?

1.2 Context of the study

As far as shadow education or private tutoring is concerned, some mentionable number of researches concerning this issue have been done in countries like Japan, China, South Korea, Indonesia, United Kingdom, Thailand, Singapore etc. These studies have tried to analyze private tutoring from different contexts and perspectives. For instance, Dang and Rogers have studied private tutoring in terms of its effect in Human Resource Development, effect in inequality increasing and they have questioned whether private tutoring is a waste of resource (Dang & Rogers, 2008). Kwok (2010) has studied demand intensity, market parameters and policy responses towards demand and supply of private supplementary tutoring in China. In addition, Lee (2013) has researched private tutoring and its impact on students' academic achievement, formal schooling, and educational inequality in Korea.

As far as researching private tutoring in Bangladesh is concerned- Hamid, Sussex, and Khan (2009) have investigated impact of PT (private tutoring) in students' academic performance

and the relationships between PT and secondary school students' family economic, cultural, and social capital. Other researchers in Bangladesh have tried to investigate teacher's perception on PT (Imtiaz, 2018), perceptions of the teachers and students on English language learning at Junior Secondary Level in Rangamati (Mamun, 2015), reasons and necessity of PT in English for Bangla medium primary school students in Bangladesh (Manzoor, 2013) etc.

The current study, to be precise, is based on a rural upazila of Gumti district. The study focuses on why a huge number of students are taking private tutoring, in other words, the study investigates perceptions of the teachers, students, and parents of three secondary schools regarding the effectiveness of private tutoring in English. This study also aims to explore students, teachers and parents points of views on the government policy concerning private tutoring.

Chapter 2

Literature Review

2.1 Parameters of private tutoring

Bray (1999) has mentioned, to understand the context of private tutoring, there are three prominent parameters that needs to be taken into consideration. They are privateness, academicness, and supplementation (p. 20).

First of all, privateness, the first parameter of PT (private tutoring) can be viewed from two different perspectives. First, privateness in terms of financial funding- that means the supplementary tutoring is not funded or subsidize by the government. Sometimes government might sign Memorandum of Understanding (MoU) with any private institution and subsidize it to educate people through private tutoring regarding any particular subject. For instance, few years back, the government of People's Republic of Bangladesh has signed a MoU with BRAC, the largest NGO (Non-Government Organization) of the world. The aim of the agreement was to provide basic literacy to the rural women in terms of gender equality ("BRAC Learning Division signed a MOU", 2014). This private organization, BRAC, was funded by the government to literate the women. This paper, does not include such sort of govt. funded private tutoring, rather, it focuses only on those tutoring which is a supplementation to the existing mainstream education and which is fully funded by the parents of the students. The second view regarding privateness is to question the name itself. A question can be asked, how much private is private tutoring in terms of form? That means, to perceive private tutoring as "personal" tutoring where a student gets personal quality attention form the teacher, how many students can be taught by a teacher at a time? Should there be any limitation? A private tutor, being paid by private sources (by the parents of the students), may teach 50-60 students at a time. Hence, is there any significant difference between "private (personal) tutoring" and a mainstream class where 70-80 students are being taught at a time? To get the answer of this question, we need to look into another aspect of private tutoring namely forms of private tutoring.

In this concern, Bray (1999) has discussed, the forms of private tutoring may be varied. Private tutoring can be of one-to-one teaching, small group or batch teaching in either at the tutor's home or at his/her client's home (p. 20). As far as the forms of private tutoring is concerned,

this study is based on tutoring in small groups of students (not more than thirty students at a time) in a large room where the students go to designated room for taking tutoring.

The second criterion that needs to be taken into account concerning private tutoring is the academicness of the subjects for tutoring. Bray (1999) has mentioned, private tuition is commonly perceived as such teaching that help students carry the heavy academic load of formal classrooms. However, private tutoring is also available for non-academic subjects that is taught in mainstream education (Bray, 1999, p. 20). For instance, subjects such as musical, artistic or sporting skills are covered in school and private tutoring are also available for these subjects. However, demand of private tutoring for these subjects is not as prominent as other academic subjects like Language, Science and Mathematics. To depict private tutoring, researchers do take tutoring in only academic subjects into consideration since progress in these subjects are assessed through different public exams and a good grip over these subjects may enlighten students' further career regarding increasing the chance of getting admitted into any reputed university or getting jobs that offer mentionable remuneration. Following to the path of earlier researchers, this study also considers private tutoring concerning only one of the academic subjects namely English.

The third criterion to be considered is the idea of supplementation. Private tutoring exists as a shadow of the mainstream education. Private tutoring is considered in this regard that it is such criterion of tutoring that supplements the mainstream education. That means, private tutoring tries to supplement those subjects that are already taught in the mainstream educational institutions such as secondary schools and higher secondary colleges (Bray, 1999).

In Bangladesh, in most of the cases, students at different levels take private tuition to do well, more precisely to obtain GPA 5.00 (the highest academic distinction that a student can obtain in a particular subject) in the public exams like PSC (Primary School Certificate), JSC (Junior School Certificate), SSC (Secondary School Certificate), HSC (Higher Secondary School Certificate). Moreover, during university admission season, HSC passed students take private tuition either in the form of one-to-one tuition, small group tuition, or in coaching center to do well in the university admission test (Sharif, 2019). Throughout the year, another group of students keep taking private tuition who take IELTS, GRE, or GMAT exams. However, in terms of the levels of private tutoring, this study extensively focuses on the secondary level students who have passed their SSC exam this year.

2.2 Terming the concept

The above discussion is an adequate depiction of the reasons why Stevenson and Baker (1992) have used the term shadow education. They have used this metaphor because the word 'shadow' efficiently describes the way that supplementary tutoring mimicked the mainstream, growing as the mainstream grew and changing shape as the mainstream changed shape. Further, the reason private tutoring is also referred as shadow education is because of its informal and flexible characteristics as it supplements the public sector rather than replacing it (Stevenson & Baker, 1992).

Under the umbrella term 'shadow education', there are different terms that is used by different countries to address this issue. Regardless of the terms, the characteristics of shadow education remain same as it shares the same dimensions and parameters discussed above. For instance, Mark Bray (1999) has had a say regarding the terminology of private tutoring. He has said, private tutoring is referred as private tuition in English-speaking societies, entrepreneurs who create formal establishments for tutoring commonly call them centers, academies or institutes. Moreover, in Japan- tutoring centers which supplement the school system are known as juku (p. 22). Shadow education stakeholders of the region of this study, a rural area of Bangladesh, frequently use the term "private tuition" to refer to "private tutoring".

2.3 Variety of teachers who provide private tutoring

As far as the varieties of teachers who provide private tutoring is concerned, they can be segmented into two major sects such as the mainstream teacher and the freelancer teacher. First of all, the mainstream teachers are those who are employed or registered to teach at any mainstream institutions and along with teaching at that mainstream institution, they do private tutoring either in the form of one-to-one tutoring or in small group batch tutoring. Secondly, freelancer teachers are those who provide private tutoring either in the form of one-to-one tutoring or in small group batch tutoring but they are not employed or registered to teach at any mainstream institutions. In this regard Bray have said: tutors may vary widely in characteristics. Tutors may be young or old, well qualified or poorly qualified, male or female, full-time or part-time, and employed by an institution or self-employed (Bray, 1999, p. 39). In terms of Bangladesh, more precisely in terms of the context of the study, most of the freelance private tutors are students of local universities such as Gumti University, or National University. Though they do not have any professional degree in teaching, they are more demandable than

the mainstream teachers since they provide adequate time to the students and take regular assessment exams.

2.4 Private tutoring in English

Private tutoring in English (PT-E), is a special and important subclass of private tutoring (PT). PT, or after-hour supplementary schooling, is a macro- phenomenon of modern-education (Hamid, Sussex, & Khan, 2009, p. 284). As far as private tutoring in English is concerned, it is notably dominant amongst the all other mainstream academic subjects in which students love to take private tutoring. In recent days, private tutoring is blurring geographic boundaries and private tutoring in English has gained prominent popularity in all over the world both in developed and developing countries (Bray, 2010). A study has suggested that in London students seek tutoring in the core subjects as English and mathematics. It has said 38% of students, age ranged from eleven to twelve, receive private tutoring in English in London (Ireson, & Rushforth, 2004). Moreover, Bray and Lykins (2012) has investigated in recent times private tutoring in English has grown dramatically in parts of Europe and North America.

Regarding private tutoring in English- Asia, China, Bangladesh, South Korea, Indonesia, Thailand are mentionable countries where PT-E has grown drastically. For instance, according to Shen (2008), Mathematics and English are mostly demanded in tutoring of Mainland China, as these subjects are significant for entrance examinations. Moreover, the higher education administration of Macao, a notable region of China, implies to develop Macao into an international city and to ensure the sustainable development of its economy and society, the administration thinks, it is necessary to popularize English among residents and nurture foreign language professionals. (Chan, 2019, p. 47). Following to these suggestions from Macao higher education administration, tutoring centers which prepare tutees for taking International English proficiency tests or entrance examinations, have been opened one after another so as to address the needs of these students (Exmoo, 2013, p. 11). In terms of Korea, on an average, around 52.5% students from elementary, middle and high schools receive private tutoring in English (Lee, 2013, p. 49). In Thailand, the statistical data suggests that most of the upper secondary school students take private tutoring in English to score better in school exams and, the sample students are more satisfied with their English tutors than their school teachers (Chan & Mongkolhutthi, 2017, p.49).

2.5 Private tutoring in English in Bangladesh

First of all, according to a report that has been published by *The daily Star* on 8th May, 2018- the report is titled "English, maths drag results down again" and it has mentioned, passing rate of SSC exam drastically falls down as the students show a poor performance in English and math ((Habib & Adhikary, 2018). Just in the previous year, after the publication of SSC-2017 exam result, the following report has been published by *The daily Star* on 5th May, 2017, and it has explored- with only 59.03 percent examinees coming out successful, Gumti education board has been at the bottom of the list of boards with highest success rate. According to the chairman of Gumti education board, students' performance in the two subjects was extremely poor and that put a negative impact on the overall results. Of the total 1,82,979 students taking part in the exams, 19 percent students flunked the Mathematics exam while 14 percent the English test (Habib, 2017).

It is evident that if students can obtain better marks in English, if they do well in English, their results see a dramatic upraise. Hence, students and parents know that a candidate must do well in English at any cost. And, better result in English can only be avail by having special tutoring from the teacher, in other words, a student must take private tuition.

2.6 Is it demandable? Can it be ignored?

On February 2008, a survey has been done in 22 countries concerning the prevalence of private tutoring by the Human Development and Public Services Team of Development Research Group of The World Bank has said, both in developing and developed countries, from around 25% to 90% students from different public education sectors are taking or have taken private tutoring (Dang & Rogers, 2008, p. 1). Surprisingly, in countries like Korea and Turkey, the expenditure or the cost of private tutoring becomes a noticeable competitor of public sector education expenditure. Moreover, in terms of the expenditure in private tutoring in Korea, the expenditure has consumed around 2.9% of GDP (Dang & Rogers, 2008, p. 1).

As far as private tutoring in Bangladesh is concerned, it is a common phenomenon in Bangladeshi education. It is widely spread in urban as well as rural areas (Hamid, Sussex, & Khan, 2009, p. 284). In Bangladesh, students take private tutoring in those subjects that are taught in mainstream education. The curriculum of secondary education is segmented into three core discipline such as Science, Business Studies and, Humanities (Ministry of Education,

2010). After passing JSC (Junior School Certificate) exam, a student needs to decide regarding which discipline he is going to study. From class nine, students of different disciplines, regardless of some common subjects such as Bangla and English, study different subjects based on their area of study (Ministry of Education, 2010). From the common subjects, students frequently take private tuition in English. And, from their own discipline students take private tuition in subjects such as Mathematics, Physics, Chemistry, Biology, and Accounting. Regarding the cost of private tutoring, students may pay 500 BDT to 1000 BDT per month. The fees vary depending on region, popularity of the tutor, and subject of studying. All fees are fully paid by the controller of the household of the respected student.

The prominent existence of PT and the intensity of dependence on PT in Bangladesh can be measured by a report that has been published by the daily *Dhaka Tribune*. According to *Dhaka Tribune* (2019): around 29% of total education expenditure goes into coaching or house tutors and for shadow education cost, urban students spend 33% higher than the rural students. Even surprisingly, there are different Facebook groups and websites which helps the stakeholders to get help regarding finding private tutor (Farhin, 2018). Thus, the existence of private tutoring cannot be ignored. Regardless of the region, whether in rural or urban areas, the shadow of shadow education is getting bigger with the time (Mahmud & Kenayathulla, 2017).

2.7 Government regulation regarding shadow education in Bangladesh

Some prominent parts of the "Policy-2012 to stop teachers from doing coaching business in educational institutions", which are related to this research, are mentioned below:

Section-02:

(a) If the parents of the interested students appeal to the headmaster of a school, then the headmaster can take initiative to introduce additional classes that can be held either prior to or after the regular school hour (Ministry of Educaton, 2019).

(b) If the context is an upazila, then maximum of BDT 150 can be taken from students as fee for additional classes of each subject. However, the cumulative amount of fees cannot be more than BDT 12000. For each subject, per month at least 12 classes have to be taken and maximum 40 students can be taught in an additional class.

Section-03:

No teacher can do private tutoring to his own institution's students. With the permission of the respective headmaster, as a private tutor, per day a teacher can teach maximum 10 students from other institutions.

Section-04:

No teacher can own any coaching center and no teacher can be involved in any coaching business either directly or indirectly.

Section-05:

Any teacher cannot encourage or force any students for taking private tutoring in coaching center.

Section-06:

Teachers cannot endorse any coaching center.

Chapter 3

Methodology

In this chapter, the researcher has briefly described the research design and methodology that have been applied in this study. In the first section, the researcher has mentioned the purpose of the study. In the second section, the researcher has revealed the reasons behind conducting this study following qualitative method. Moreover, in the following section the researcher has mentioned the data collection procedures and, how he has interpreted and analyzed the collected data to answer the research questions of the study. Finally, the chapter has stated the ethical considerations that have been taken into consideration to conduct this study.

3.1. Why this study?

The discussion in earlier section is an evidence that PT-E in Bangladesh is growing significantly. Thus, government and related policy-makers need to address this issue with adequate attention so that efficient policies can be introduced to keep developing the English teaching-learning pedagogy in Bangladesh. As it can be understood, if government forcefully implement any policy without addressing the views of the stakeholders, then the expected objectives of developing students' English skills cannot be achieved. In addition, if policy-makers do not address the issue in an adequate manner, it might be a threat to the existing public sector or, if there is a need of reshaping existing mainstream education system, that initiative of reformation might not be taken. English teaching-learning scenarios may vary based on context such in rural and urban regions of Bangladesh (Hamid, Khan, & Islam, 2018). Hence, before implementing any uniform policy for the whole country in general, government must take the perceptions of all related stakeholders from different contexts. Moreover, researching perceptions of PT-E is important because in the absence of limited and inconclusive evidence for its effectiveness, perceptions can be a tool to depict its demand (Hamid, Khan, & Islam, 2018). Therefore, based on the specific context of the study, this research attempts to explore and document the responses of students, parents, and, teachers' perceptions on effectiveness, ethicality & government regulation regarding PT-E.

3.2. Research design

In this research, the researcher tries to investigate the following research questions:

- What do students, parents, and teachers think regarding the effectiveness of PT-E?
- How do they (students, parents, and teachers) perceive the ethicality of practice of PT-E and its prevention by the Government?

The current study has not intended in ordinarily reduction of the data into numbers, rather it has aimed to find out the answers of the research questions by understanding the people who are under study. Since a qualitative research requires face to face interviews and observations of the subjects of the study to find out the 'hows' and 'whys' of an issue more efficiently, hence, the researcher has aimed to conduct this study following qualitative approach. The research questions of the study have tried to explore subjects' in-depth precise reasons behind taking private tutoring in English, also have tried to know the perceptions on the ethicality and government regulations regarding PT-E. Hence, the study needed to interview and observe the subjects of the study following qualitative approach.

3.3. Participants of the study

This study has precisely focused on the secondary level education context of a rural upazila of Bangladesh. The institutions are chosen from three different locations of that upazila. The first institution, Gupinathpur High School, is situated at the core of that upazilla. The second and the third institutions namely Mohsin Ali High School and Turag High School are respectively fifteen- and twenty-five-minutes auto-car distance from the core of that upazila. The student's age is between 15-17 years old. All the participants students have ten years of experience of learning English and, they have minimum twelve months of experience of taking private tutoring. The researcher has chosen participants who have taken SSC exam this year. The rationale behind choosing SSC candidates is, for the interview purpose students needed to answer some sensitive question where they needed to talk about their teachers. Hence, as the participants are already out of the respective institutions, it has been easier for them to talk truth without having any fear of getting punished by the institutions or by the teachers. Moreover, the teachers were from the aforementioned institutions, and also from other institutions. Some

participant teachers do PT-E as freelancer. In addition, the participants parents of this research are the parents of the participants students of this research.

The participants students have been selected randomly. In SSC-2019 exam, total 220 candidates have sat from these three institutions, and out of these 220 candidates, randomly only 12 students have been selected for the research purpose. Before taking interview of all the participants, the researcher has informed them about the purpose of the interview. Also, the researcher has ensured them regarding not exposing their identity and any other related information which might hamper the participants in any way.

3.3.1 List of participants

Students:

Sl.	Name	School	Gender	Age range	Marks in English in SSC-2019 exam
1	Mannan	Gupinathpur High School	Male	15-17	5.00
2	Masod	Gupinathpur High School	Male	15-17	5.00
3	Eti	Gupinathpur High School	Female	15-17	5.00
4	Sharmin	Gupinathpur High School	Female	15-17	4.00
5	Jisan	Mohsin Ali High School	Male	15-17	5.00
6	Rajib	Mohsin Ali High School	Male	15-17	4.00
7	Nidhi	Mohsin Ali High School	Female	15-17	5.00
8	Rifa	Mohsin Ali High School	Female	15-17	5.00
9	Shakil	Turag High School	Male	15-17	3.50
10	Arman	Turag High School	Male	15-17	4.00
11	Rafi	Turag High School	Female	15-17	5.00

| 12 | Samia | Turag High School | Female | 15-17 | 4.00 |

Figure 1 List of participants (Students)

Parents:

Sl.	Name	Profession	Educational Qualification
1	Mr. Jilani	Doctor	MBBS
2	Mr. Halim	Expatriate	10th Grade
3	Mr. Faruk	Driver	10th Grade
4	Mr. Hanif	Shopkeeper	10th Grade
5	Ms. Nargis	Primary School teacher	B.A.

Figure 2 List of participants (Parents)

Teachers:

Sl.	Name	Institution	Does private tutoring in English?
1	Ms. Moni	Gupinathpur High School	Yes
2	Mr. Zahid	Mohsin Ali High School	Yes
3	Mr. Ahid	Turag High School	Yes
4	Mr. Mahmodul	Freelance teacher	Yes

Figure 3 List of participants (Teachers)

3.4. Data collection procedure

The data of this research have been collected through two main sources, firstly, interviews of participants, and secondly, through document analysis.

3.4.1. Interviews

The interviews were conducted in three phrases in duration of three months. In the first phrase, conducted during the end of April, interviews of four students, one teacher, and two parents were taken. In the second phrase, conducted during the early June, interviews of four students,

two teacher, and two parents were taken. Lastly, in the late June, interviews of four students, one teacher, and three parents were taken.

Moreover, the average duration of students', parents', and teachers' interviews were 25-30, 30-40, and, 20-25 minutes respectively. During the interviews, a total of 18, 7, and 16 basic open-ended questions were asked to the students, parents, and to the teachers respectively. Moreover, based on the situation, some additional follow up questions were asked to the participants. To keep record of the interviews, the researcher, with paper and pen, took notes of the relevant key points and information uttered by the subjects. The researcher did not record the interviews through any electronic media as the subjects did not agree to record their voices.

The researcher asked open-ended question since the study is a qualitative study and, perceptions regarding the focus of the study needed to be taken as detailed as possible so that significant and true scenario of the context can be explored through the study.

It was not a hazard for the researcher to interview the students as the students did not have any regular schedule and were passing an after-exam vacation period. On top of that, since the students were learning basic computer skills in a computer center run by one of the younger brothers of the researcher, thus, the researcher could find the students on a regular schedule in that computer teaching center. However, it was tough for the researcher to interview the parents and the teachers. Firstly, the researcher needed to go to the house of the students to interview their parents. Sometimes the researcher had to wait for hours as the parents were busy in other tasks. Secondly, regarding the teachers interview, managing time was the toughest challenge as teachers were super busy and they had rigorous schedule.

3.4.2. Document analysis

For this qualitative research it was crucial to analyze the related documents to examine the data and to get meaning so that knowledge can be experienced based on study. The documents that were studied and analyzed for this research were the existing researches on this field. Also, related data from several newspapers, government publications regarding SDGs, National Curriculum 2012 for secondary level education of Bangladesh, and National Education Policy 2010 were analyzed.

3.5. Data analysis

As the aim of thematic data analysis is to come up with practical results regarding a research, after transcribing and processing the data, the researcher chose themes for qualitative analysis

of the data. To analyze, the researcher "window" the data where he focused on thematic data and disregarded other parts of the data. After scrutinizing the responses of the participants, the researcher could choose themes in accordance with the focus of the research. The thematic data helped the researcher to answer the research questions as the themes were selected based on the focus of the research.

3.6. Ethical consideration

The researcher followed strong ethical ground regarding the research. First of all, before taking the interview, the researcher informed the participants about the interview, and at the same time the researcher was concerned about not exposing any such information which might bring biasness to participants' response. Also, before taking the interviews, the participants were informed that none of their identity, their given information or statements will be disclosed that might harm the participants. Secondly, the researcher did not force or entice any interviewee to provide any response in any way with which the interviewee did not agree. Thirdly, interviews were taken only of those participants who were willing to be a part of this research. Since the issue of PT is a sensitive issue in the context of the study, the researcher was concern not to discuss any personal information regarding any participants which were not beneficial to the research by any means. Another ethics that was followed by the researcher was not hurting any participants' through any sort of comment or behavior. Participants like students, parents, and teachers were from different institutions and from various backgrounds, hence, the researcher was rigorously concerned about not disrespecting anybody. Finally, to have discussion on the participants, the researcher has used pseudonyms of the participants and of the institutions.

Chapter 4

Perceptions on Effectiveness of Private Tutoring in English

4.1. Effectiveness of private tutoring in English: Students' perception

As far as student's perception regarding the effectiveness of PT-E is concerned, except from some cases, their overall responses were positive. They experienced that PT-E helped them in terms of understanding the difficult topics easily, getting efficient feedback from the teacher, and overall- achieving better grades.

Learning environment: According to research, environment is one of the predominant amenities of language learning as it can affect language learning either positively or negatively (Krashen, 1976). Environmental constrains hamper language learning. According to most of the participants, their classroom environment was not efficient enough to facilitate language learning. For instance, on an average, the number of students usually registered in a class was around seventy to eighty. The noise that a class of 70-80 students produced is neither way helpful to concentrate on teachers' lecture. Rifa, an ex-student of Mohsin Ali High School shared her experience that students who sat at the back of the class could not listen to teachers' lecture adequately. Moreover, the whiteboard was not visible from every seat of the class. As the researcher observed some of the classes, it was evident that the whiteboards of the classes were not visible from the first bench as light coming through the door, reflected on the whiteboard. According to students, someone who sat back could not either saw the whiteboard for the students who sat on the front benches, or, handwriting of some of the teachers was so small that it was not possible to understand what he wrote on the board. Furthermore, if it was a rainy day or in the winter season when the sun did not shine adequately, then there was lack of lights in the classroom. Samia, a student of Turag High School shared her experience, "In the rainy season, in most of the days the class used to experience load shading and without electricity the entire classroom used to fall in darkness". To add, during the hot summer days tin shed classrooms became too hot that it was impossible to just sit at the class let alone concentrating on the lecture. Ceiling fans were not adequate enough to keep the temperature of the class tolerable. On top of that, four students were asked to seat on a bench when a bench could shelter only three students to sit in comfort.

However, the learning environment of private classes were not same as described above. First of all, the number of students registered in a private tutoring class who took lesson at a time was much lesser than of school class. For instance, Nidhi, who sat for SCC-2019 exam as a student of Mohsin Ali High School said, they used to take private tuition to one of their school teachers who used to teach only 10-12 students at a time. Thus, there was no unconstructive noise which could hamper their concentration. Also, there was sound light in the room and the temperature of the room was much tolerable. The whiteboard of the class was efficiently visible for all 10-12 students. While the researcher asked, why there was less noise in private classes than of the classes of school? Arman, a student of Turag High School who took private tutoring where 21 students used to be taught at a time, he explained, "first of all, there were less students taking tutoring at a time. Secondly, teacher could monitor all those 20-21 students efficiently. Thirdly, students used to think that they should not make any noise in private class which might hamper their concentration and might cause them to take more time to complete the syllabus and cause them to pay more to the teacher.

Quality of lecture delivery: According to Eti, a student of Gupinathpur High School, "the teacher used to try his best to deliver the lecture as efficiently as possible. Nevertheless, the lecture somehow used to get ambiguous and I used to find difficulty in understanding." She explained further- "teacher seemed to be in rush to cover a certain number of topics each day, thus, we could not adapt ourselves with the speed of his lecture delivery. Coming to the class, he used to say today we are going to learn 'connectors', and he directly use to start explaining the rules of connectors." While she was asked if she had done any group work in class, she replied, "No, sometimes teacher used to ask us to read a passage in pairs, however, he never assigned us any group work".

On the other hand, Eti added, "in a private tutoring class the same teacher used to deliver the lecture in a relaxed mood and I could understand his utterance. He used to repeat the same topic if there was any difficulty to understand the topic." Sharmin, agreed to her classmate Eti and said that "we found studying English difficult in class, whereas, it got much easier to study in a private class. Unlike school classes, in private classes the teacher used to try to make the topic relevant to our day to day life and we used to be interested in learning the topic."

Opportunity of asking questions: According to Mannan, a student of Gupinathpur High School, he said, in a class of seventy to eighty students he never got enough chance to ask questions to the teacher. Even if he could ask a question, he merely got chance to ask follow

up questions as the teacher needed to answer to other students' queries as well. He explained further, if a student used to find any ambiguity in the class lecture then he had no other option but making it clear at private class as teachers were not available that much outside of the classroom.

In contrast, in a private class, surprisingly, the lecture of the teacher used to be less ambiguous and used to be more understandable. Moreover, there were ample amount of time to ask question. That means, in a private tutoring class, firstly, the delivery of lectures used to be more understandable, hence, less students used to have queries regarding the topics. On top of that, since the number of students were less, thus, teacher could efficiently answer to the questions and the follow up questions of the students.

Assessment and feedback: As far as assessment in school classes was concerned, according to Rajib, a student of Mohsin Ali High School, in school, they used to take only two formal exams namely midterm exam and final exam in a year. Midterm exam used to be held during the mid-period (June-July) of the year and the final exam used to be held at the end phase (November-December) of the year. There was no mentionable exam used to be taken in classes in a formal or rigorous way. Sometimes, the teacher used to announce class test date, however, he might not give the exam on that day as he used to forget to make question. Or, even if the exam used to take place, both students and teachers knew that this exam was nothing but a mere formality. Rajib explained further, "the reason I am saying this is in the exam time students used to copy, used to plagiarize, or used to write answer from seeing the book. The teacher could notice all these, however, seldom he took rigorous action for plagiarizing in the exam. Furthermore, "we knew, hardly we were going to get those script back. Thus, there was no chance of getting punishment or reward." Being agreed to his classmates, Jisan said, "we did not get the scripts back and it was not required to show those scripts to our parents and to get them signed by parents. Hence, the class tests used to be a mere formality without having any objectives and efficient outcome".

Furthermore, as far as the notion of getting feedback was concerned, even if sometimes the teacher used to provide feedback to the students- it was not possible for him to reach to each of the students. Though he discussed the common mistakes and provided feedback by writing on the whiteboard, the backbenchers never could take any helpful outcome out of those class tests. And concerning feedback, the last benchers could hardly get any help from the teacher. As Masod said, at the feedback time, all the exuberant students used to conquer all the space,

time and attention of the teacher, hence, the shy and weak students like me could not reach the teacher. Sometimes the teacher used to come to us, nonetheless, I and my friends could understand such time was not ample for us and we needed more rigorous attention. Masod explained his perspective further, "in the class the exuberant students and the natural learner used to learn more and the weak students could not get any mentionable outcome."

In contrast, in the private tutoring classes the teacher took assessment tests on a regular and frequent basis. Sometime he used to take pop-up exams and for that we always needed to be prepared. Rajib said, our private teacher sent our obtained marks of the quizzes to our parents through text messages. Thus, we needed to be concerned about studying regularly to do well in the exam, otherwise, we had no other way but getting scolded by our parents. Masod said, as there used to be regular assessment in private tuition class, my parents became more concern about my study. They used to monitor my progress and always encouraged me to do well in the exam. Masod explained how regular assessment helped him to obtain better grades- "After getting myself registered in private tutoring class, I felt motivated to study the subject. Sir started to take care of me on a regular basis. I could get my problem solved on a daily basis. To do well in the tests, I started to crack the subject topic by topic. I was doing better in the tests and Sir started to praise me. I started to feel motivated and confident. Now, I am not afraid of English". Verifying Masod's speech, his friend Mannan said, "Masod has improved a lot throughout the last 8-10 months, his improvement surprises us all!" According to Rafi, her writing improved a lot after taking private tutoring for last 11-12 months. When she was asked about the reasons of such improvement, she explained, "After registering my name for private tutoring classes, I started to study the subject regularly. We were only nineteen girls studying in our female batch. Sir used to go through each line of my writing, and he used to correct my mistakes in different ways. For instance, sometimes he used to ask me questions in a way that I could recognize my mistake and could say the correct form. Other times, he corrected me directly with adequate explanation. I had problem in using preposition, however, the way my private tutor explained the topic, now I seldom make mistakes in using preposition. Also, for taking frequent tests on free hand writing, the topics used to get revised for several times. That means I had adequate practice, tests and, ample amount of feedback to get rid of my weakness".

Affective filters: As far as second language acquisition (SLA) is concerned, individual differences and affective filters play prominent role to boost up or to lower down the learning progress (Ni, 2012). The interviews and the observations suggested that in school classes, the teacher could not address the issue efficiently but could address efficiently in private tuition.

According to most of the students, they registered their name in private tuition because they wanted a place where they could ask questions without any hesitation and could express if they were facing any difficulty regarding learning any language item. In class, they were unable to express their thoughts as they were more concern about what others might think about their mistake. Their willingness of communication got suppressed as they felt inhibition in participating in class. Rafi said, "from my childhood I am a shy and introvert girl. And, I never felt comfortable in asking question in front of so many students though I could not understand any point in class lecture. Thus, I could not cover the syllabus and my test grades were getting poorer. Then I, with two of my friends who were also facing difficulty in asking question, started to go for private tuition where we had ample chances to express out queries and thoughts".

Place for more practice: From participants' points of view, precisely according to students who were comparatively better and who were from science stream asserted that private tutoring enhanced their chance of more practice. Nidhi, a student from science faculty, said- the difficulty I faced in understanding class lecture that was manageable. The prominent reason for which I decided to take private tutoring was- being a science student I could not manage time to study and to practice English. I found, most of my study time got conquered by subjects like Chemistry, Higher Math, Biology, Physics and, General Math. On top of that, I felt the school class time was sort of wastage of my time since sometimes the teacher used to keep repeating the same topic for the weaker students on which I had no problem. What I only needed to do well in English was to practice as much as possible through model tests. I found that I could understand the rules by self-study as the topics were described efficiently with examples in the book. However, I was getting poor marks just because of lack of practice. And, my school class could not get me enough chance to practice more. Hence, I took help of private tutor where I took regular assessment test and finally, I got GP 5:00 in my SSC exam obtaining 95% marks in both of the papers.

Getting better grades: All the participants in this research have recently passed SSC exam. Seven of them have got GP (grade point) 5:00 (highest grade someone can obtain in a subject. Marks range for this grade point is 80-100) in English, four of them obtained GP 4:00 (marks range for this grade point is 70-79) and one of them have obtained GP 3.50 (marks range for this grade point is 60-69). They were asked if they would have been able to obtain such grade without taking private tutoring. According to all the participants they would not have obtained such grades if they were only dependent on class lectures. The rigorous study pattern

(progressing topic by topic, regular assessment, and practice) of private tutoring has helped them to achieve such grades.

4.2 Effectiveness of private tutoring in English: Parents' perception

As far as parents' thoughts regarding the effectiveness of private tutoring in English was concerned, it could be categorized into two different segments. After interviewing, the researcher found evidence of two types of similar responses. Parents who were educated and were capable of monitoring students study graph, their perception regarding PT-E were almost same. Similarly, parents who were not educated and were not able to monitor or assess respective students' study graph shared similar point of views.

Educated parents, who studied at least up to 12th grade, most of them said they sent their children for private tutoring so that their children could understand more and they could have enough practice. According to Mr. Jilani, a doctor and father of a student of Gupinathpur High School, "the number of students registered in a class of a govt. school is huge". Referring such noisy and chaotic large classrooms as "fish market" he said, "Efficient teaching-learning cannot take place in such environment". He also raised the question, "a class duration is around 45 minutes. Number of students enrolled in a class is above 70. Now, on an average, a teacher cannot serve at least for one minute to each student. Then, how come we expect that a teacher will check homework, teach new lesson, and will answer to students' question within 45 minutes? How could we expect that teaching-learning can take place at such context? Don't you think private tutoring provides better environment for teaching-learning where only 20 to 25 students get teaching at a time?" Another parent, a primary school teacher and mother of an ex-student of Mohsin Ali High School said, "The institution on which my daughter have studied is a govt. school. If you have a look at the academic calendar of the school, you will find the school can serve classes for only six months in an academic year and in case of rest of the six months- no classes are held due to other academic programs. The school is an exam center and in each year PSC, JSC, SSC, HSC exams are held in the school. Again, the mid-term and the final exam of the school do not let the teachers to take classes for another one month. Thus, the students get vacation of at least five months for all the exams. To add, during the beginning of the year, only half classes are held because of the practice session and participations for different sports and cultural functions. Finally, with other vacations during Eid, Ramadan, and Durga Pujo- altogether the students of the school enjoy at least of six months of vacation." Then she uttered the question, "Do you think it is possible for a teacher

to cover the syllabus of a year just within less than five months? Could we let our children not to study for six to seven months in a year? Should not we seek for other alternative to keep our child's study on track?" She concluded, "Hence, instead of depending on school, I totally depend on private tutoring".

The group of parents who were not educated enough to monitor their children's study graph, they shared almost identical responses. The most common response was similar to what Mr. Halim, father of a student of Turag High School said, "I am not enough educated to take care of child's study. Hence, I took help of teachers who can help and monitor regarding my child's study. Though I cannot help my son in this regard but I always talk to the private tutor on a regular basis to understand the progress of my child. I could not study more than 10th grade as my father could not finance me because of lack of money. However, I want my son to become educated. I accept to pay money as much as required, but my son should be educated and do better result." While he was asked a follow up question that if he could talk to the school teacher to be informed regarding his son's study progress, he replied, "Yes I could talk, but could the teacher provide the same concentration in class which he can provide in private?" Mr. Faruk, he works as a CNG driver and his daughter studied at Gupinathpur High School said, "my daughter told me that she did not understand class lecture. Then she asked me to register her in private class and I did so." While he was asked if he had experienced any benefit as he registered his daughter for private tutoring, Faruk replied, "I have noticed that after her admission into private tutoring class, she studied regularly. My daughter used to study English everyday as she had to take tests and do homework regularly" Moreover, there were some other responses from parents such as some of the parents believed that the more their son or daughter studied, the better grades they would obtain. Some of the parents said, their children were a bit naughty who did not want to study at home, hence, they took help of private tutor. Another group of parents said if everyone is taking private tutoring, then of course there were some benefits of it. Hence, they sent their children for private tutoring as they did not want them to be deprived of the benefit that everyone was getting out of taking private tuition. In addition, another response which seemed significant to the researcher that some of the parents shared their anxiety regarding if their children could pass in the subject English in SSC exam. According to Mr. Hanif, father of student of Turag High School said, "I have heard that most of the students cannot pass SSC exam because of not doing well in English and Math. If you talk of the previous year (2018) SSC exam performance of Business Studies students of the school where my son has studied, you will see most of the students have failed only in English.

But I did not want my child to fail in the exam, therefore, I sent him to private tutor for getting special care based on his needs."

4.3 Effectiveness of private tutoring in English: Teachers' perception

Concerning the effectiveness of PT-E, all of the teachers who do private tutoring and who do not do private tutoring have agreed to the point that though private tutoring has some limitations still comparatively private tutoring is efficient than school class in terms of teaching-learning environment, student-teacher interaction, quality of lecture delivery and in terms of having efficient teaching-learning outcome.

To begin with, all the teachers have agreed to the issue that because of having variety in enrolled students' numbers, managing private classes are easier than managing school classes. Miss Moni, one of the English teachers of Gupinathpur High School shares her experience in this regard. She says, "Since on an average around 70-80 students are enrolled in a school classroom, it becomes too difficult for a teacher to manage the class. The class becomes too noisy and a larger portion of class time is spent to manage the backbenchers. Even if you ask the backbenchers to sit on the front row, then whoever sits back starts talking". She adds, "You might think that as a teacher I do not teach in a way through which backbenchers will get enjoyment and will concentrate on the lesson. However, you look at the other students- if they can concentrate on the same teaching approach, then why the backbenchers cannot concentrate?" In a follow up question while she is asked if the same approach is not working for the backbenchers, then has she tried any new approach specifically for the backbenchers? She replies, "That is where the idea of private tuition comes. You see, in a class, students are different from each other. Each of the students got different way of learning. Their level of understanding of any language item differs from each other. Now, within such time constraint- it becomes difficult to address the issue of individual difference." Defending Ms. Moni, Mr. Zahid, one of the English teachers of Mohsin Ali High School says, "If you look at the age group of the high school students, they are teen agers. As a teacher, I need to be conscious in dealing with them. If you do not put any pressure on them, they do not study. On the other hand, if you scold them, they will not listen to you. Hence, classroom management plays vital role as far as teaching in large classes are concerned." He explained further, "within the given 40-45 minutes, as a class teacher I need to take the attendance, then I need to address the students who were absent in the last class. After that, I need to check assignments of at least 50 students. On top of that, there are some students who always distract the teaching-learning

process, and I need to stop delivering lecture to manage them. Now, you tell me, does a teacher get enough time to address all the students of such a large class?" Moreover, he adds, "if the class is after tiffin period, then it becomes too much difficult to manage the class as the students already gets tired after attending four to five classes. In this regard, students feel demotivated to learn something and as a teacher I feel helpless as I cannot do anything"

However, in a private tuition class, she teaches only 12-15 students at a time and it becomes far easier to address such a small number of students within 55-60 minutes- says Miss Moni. And surprisingly, according to Miss Moni, when students come to take private tuition, their concentration gets much higher than of the school class. She adds, "in private tuition, I can form the batch based on student's ability. For instance, I maintain different batches for weaker and stronger students so that I can apply different approach and can address them based on their needs. Suppose, for teaching basic lessons of 'tense' weaker students need around 6-7 classes. However, the same topic is covered by the stronger students within only 2-3 classes. Now, addressing these two groups of students in school class is not possible as both of the student groups suffer either way".

Talking about providing quality feedback to each of the students of school class, the teachers says that it is a "near to impossible" aim to accomplish. Mr. Ahid, one of the English teachers of Turag High School says, "I cannot provide individual feedback to everyone in class because of time constrains." When he is asked if he tries to arrange any special class for the students who needs to get special feedback, he answers, "I try to take special classes after the school hour. For couple of weeks I make it mandatory to attend special classes for some of the selected students. However, the response is not quite encouraging. Students are not motivated to attend such 'free' classes since they do not want to stay at school after the recess bell ring as they feel tired. Some of the students cannot not stay as their homes are far from school and they need to reach home before the sunset." After the end of school classes, if a student cannot stay for attending free class, then how come he stays to attend private tutoring classes? – to answer this follow-up question, Mr. Ahid explains, "I think, there can be three prominent reasons: first of all, as they are already registered in private tutoring class, they think they don't need to attend such free additional classes, and they cannot manage time to attend such classes as they need to attend private classes at that time. Secondly, students who come from far, they do not take private tuition anywhere near the school, rather, they get themselves private tutor anywhere near their home. Thirdly, as I do have some limitations and I cannot guarantee to take extra

classes on a regular basis, student are not confident enough to rely only on the additional classes offered by me, rather they arrange private tutor for themselves."

Concerning the teaching or lecture quality- teachers say that they need to be a bit speedy to cover the syllabus. They are required to deliver at least a certain number of topics in each class; hence, they cannot keep repeating classes on same topic for the weaker students. Another predominant reason for which they cannot serve their best in class is they need to take back to back three or four classes each day. Teaches are required to take around 5-6 classes in each day. According to Mr. Zahid, "it is injustice to expect quality classes from a school teacher who takes 5-6 classes each day where he needs to manage 70-80 students in each class". Therefore, the teachers feel tired and cannot serve their best in the classes. Mr. Zahid, adds more, "I do not know if you would get surprised knowing the fact that as the school does not have required number of clerks- hence, along with teaching, sometimes a teacher needs to do office work, which is supposed to be done by a clerk!"

However, after taking so much classes at school, don't you feel tired while you teach student during private tutoring? In reply to this question Mr. Ahid says, "No, I don't feel tired as I generally teach before the school hour begins and, at that time, I can teach with a refreshed mind filled with energy. Even if sometimes I need to teach after school hours, I don't feel tired as I can take at least 45 minutes of rests after coming from school." In a follow up question, he is asked if he thinks because of teaching students prior to the beginning of school hours he becomes tired and cannot serve his best in class? He response, "teaching two private batches are much easier and manageable than teaching a class of 70-80 students."

Chapter 5

Perceptions on Ethicality of Private Tutoring

5.1 Students perspectives regarding the ethicality of private tutoring

As far as the concern was about the ethicality of private tutoring- except from some of the students, majority of the students believed that PT should not be considered unethical in general. However, according to all of them, PT could be ethical if certain requirements are met.

First of all, students believed that a teacher should provide private tutoring with not having more than 25-30 students in a batch, then the quality of private tutoring would remain intact. Hence, as long as the quality was ensured there was nothing to be unethical in private tutoring. Moreover, according to Eti, "My private tutor and my schools' English teacher was the same person. My teacher never forced me or any of us to take his private tutoring. We intentionally went for private tutoring as it boosted our study speeds up. Therefore, as long as the teacher is not forcing the students to take private tutoring, and the students have choice or freedom to take private tutoring to any teacher they want, I don't think the issue of private tutoring is unethical". Agreeing to her friend Eti, Sharmin said, "I think private tutoring is not unethical as the teacher provided me quality service and in exchange of that my parents paid to the teacher". What sort of quality service you got in private tuition- to answer this follow up question, she says, "Things those were difficult to do in class, we could easily do it in private tuition. For instance, we could ask several questions to teachers, we could take regular assessment tests in private tutoring which we could not have in class. Hence, I did not find any ethical problem regarding teaching-learning in private tuition".

On the other hand, Rajib said, "I did not take private tutoring to my school teacher. I experienced that sometimes the teacher tried to scold me or to make fun of me. Even in terms of giving marks in the free hand writing section of the paper, he used to be biased. I could not understand, why someone would force me to take private tutoring to him if I had not understood his lecture? However, I did not go to him for taking private tutoring just for getting so called good marks in the school exams. Rather, I focused on SSC exam and took private tutoring to other teacher whom I could understand easily". Agreeing to his friend, Jisan says, "There is

nothing unethical in private tutoring as long as I can choose to whom I would study. However, if any teacher forces any students to take private tutoring under him, then it is unethical".

5.2 Parents' perspectives regarding the ethicality of private tutoring

Perceptions of parents concerning the ethicality of private tutoring represented some mixed responses. Shakil, an ex-student of Turag High School, his father did not think private tutors were doing anything unethical. According to his father, "I went to my sons' English teacher who teaches at the school, I expressed my worry as my son was not getting better marks in English. I asked that school teacher for tutoring my son in a private batch. However, that teacher refused to do so. He said, he had around 25-30 students in his batch and he could not take more students than that since it would distract to have expected teaching-learning outcome. He suggested me to look for other teachers. Therefore, as the teacher was conscious about maintaining the quality of his tutoring, I did not find anything unethical over here". To add, according to the father of Arman, there were other teachers who did not do private tutoring, however, when they got offer to do private tutoring, they referred students to some other tutors as those tutors teach better. Ms. Nargis was asked if he thinks teachers intentionally do not put all their effort in class so that students come to them for private tuition- he replied, "Yes, there are some teachers who do that sort of unethical job; however, the number of such teachers are too less." She explained further, "in fact, as parents we need to understand teachers' limitations as well. Every day they take a lot of classes. And, what about our children? Do they put enough concentration in class? Hence, it becomes tough for teachers to manage such large classes and to provide quality education." Being agreed to Ms. Nargis, Mr. Jilani said, "We cannot put all the blames to the teachers because we need to question our contribution as parents. How much concern are we about the education of our children? We cannot expect everything from the school. If father and mother- two persons cannot manage their child, then how come we expect a single person to manage all of our child within such a limited time in class? Do we teach our children not to do side-talks and not to disturb others in class?"

On the other hand, some of the parents thought that private tutors were doing private tuition unethically. Mr. Faruk, father of three school going students said, "I think teachers do not teach in classes with enough responsibility. Since they are govt. employees, they do not have any fear of losing their job, hence, they are not careful enough to provide quality teaching." He added, "I don't know if there is any scale to judge if a teacher is giving his or her best in class.

There has to have accountability so that a teacher can be questioned over his service. And, I think teachers should maintain strong ethics since it is a noble profession and they are the master of the nation." In addition, Mr. Faruk reported, "My son complained me that his English teacher does rough behavior to the students who do not take private tuition under him. Hence, I registered my sons' name to take private tuition from that teacher, however, I did not send him to that teacher as my child did not understand his lesson. I used to send my son twice or thrice to him and I used to pay that teacher. At this situation, I sent my son to another private tutor who could teach lessons efficiently".

5.3 Teacher' perspectives regarding the ethicality of private tutoring

All of the teachers have agreed that though there are some exceptional cases of unethical practices of private tutoring, if some specific requirements are maintained then there is nothing unethical in private tutoring. Ms. Moni explains her perception, "It is true that some teachers are using private tutoring as a tool of making money. I think, they practice unethicality everywhere at their workplace regardless whether they teach in class or in private. If you ask the students who are taking private tutoring under such teachers, you will find that students are not satisfied with their private tutor's performance". While she was asked if students take private tutoring because of getting short suggestion before the school exam, she explained, "Yes, there are few teachers who do such heinous job, and I must say that such practices are threat for students' progress. However, students who go to private tutoring for getting suggestion, they do not do well in public exams. Furthermore, actions are taken against those teachers who do not follow professional ethics- there are several cases of sacking teachers for allegation of such unethical task." Mr. Ahid, in this regard says, "parents are also responsible for such scenario. Now a days, parents are more concerned about how much marks their children are getting, whereas, their concern was supposed to be the quality of the education their children are receiving. Parents do not think about what their children learns; however, they are satisfied if their children get GPA 5:00 in school exams".

In addition, some of the teachers think private tutoring is not unethical as this practice does not exist only in Bangladesh but in all over the world including developed countries who provides quality education. They think, if the teachers do maintain classroom ethics and also private tutoring ethics such as- not forcing students by any means to come for private tuition, not teaching more than 30 students in a single batch, then it is rightful for a teacher to do private tutoring.

Chapter 6

Perceptions on Government Regulations regarding Private Tutoring

6.1 Students perspectives on govt. regulations regarding private tutoring

Before taking interviews, all the stakeholders of the study such as the students, the parents, and the teachers were informed about the govt. regulations regarding private tutoring. The regulation is named as "Policy-2012 to stop teachers from doing coaching business in educational institutions", and the principles under this policy are described in the earlier section of this paper.

Students agreed to some of the sections of the guidelines provided by the government. However, students thought some of the sections might need to change for the betterment of their education. First of all, students liked the regulation that "no teacher can either own, endorse, or can be involved with any other coaching center for teaching". Moreover, students agreed to the regulation that before doing private tutoring "a teacher must receive application from the guardians of the respective students asking the respective teacher for providing private tutoring". The reason for agreeing to these two regulations was represented in Nidhi's speech, "There is a conception that some of the teachers, through different means, force students in class for coming to him to take private tuition. I think for these two rules, no teacher can force any students to come for taking private tuition. It provides students freedom of choosing his or her private tutor according to his or her will".

However, students thought there were some points in the principle which needed to be changed. In the section-2(b) it was mentioned that "in terms of additional classes in school, the maximum number of students can be taught in a class is forty". Students thought it would have been better if the maximum number was up to 30. To add, students were not at all satisfied with section-3 which said, "a teacher cannot teach his own school students and the maximum number of students he can teach from other institutions in 10." Rifa with some of her friends expressed their worries, according to them, "Since we stay at a rural area, good teachers are not available here. If we want to get private tutoring from our own teachers, we cannot have that. Again, if we want to take tutoring form outside teachers, then only ten of us can get it, but what will happen to rest of the students who will not be able to avail private tutoring?" Adding more, Arman said, "In my area, there are two teachers who are considered as the best English teachers of the region. I have tried taking private tutoring under other teachers, nonetheless, I do not

understand their lecture. There are around 80-90 students who take private tutoring under each of the teachers. Now, if the section-3 rule is implemented, then each of the teachers cannot tach more than 30-40 outside students per month. If it is the case, then what will happen to rest of the students who will be deprived of learning?"

6.2 Parents perspectives on govt. regulations regarding private tutoring

Parents were satisfied with section-2 which offered the scope of introducing additional classes in school and, also ordered teachers not to take more than 150 taka per month form each student for providing private tutoring. According to them, "if there are two or more members studying in a family, then it becomes tough for a father to manage educational spending". On top of that, they spent about 500-800 BDT as a fee of private tutoring for each subject. According to Mr. Halim, "hence, it is a relief that we can avail additional classes with such a reasonable fee".

However, as far as the concept of taking additional classes were concerned, parents thought the role has drawback as well. For instance, according to Mr. Jilani, "My son complained about his English teacher that he did not understand his lecture. Still I registered my son for additional classes offered by the school knowing that lectures will be provided by the same teachers. After some days, I could not send my son for additional classes as I did not get any expected outcome. And, I think the maximum number of students who can take private tutoring each day from outside teachers should be increased up to 30-35". In addition, Mr. Jilani believes that govt. cannot stop the private coaching business unless they focus on developing the quality of teaching and learning environment of the institutions. He said, "From my point of view, govt. should recruit more teachers in the institutions. Teacher recruitment should be fair and quality teachers should be recruited. Also, govt. should take initiative to run all the institutions on the basis of 'shift system'. Hence, each class will get lesser number of students and it will be easier for teachers to provide quality education in class."

6.3 Teachers' perspectives on govt. regulations regarding private tutoring

Most of the teachers have suggested that govt. should look into this issue of private tutoring in an integrated way based on the practical context. They think, just blaming the teachers does not solve the existing problems that all the stakeholders are facing regarding private tutoring.

Mr. Ahid said, "The regulations prescribed by the government, to some extent represent that the teachers are the only 'criminal' who entice students to coming for private tuition. For the sake of argument let me admit that all the students come for taking private tutoring because of

our inability of delivering quality lecture in classroom. However, can the government, the parents, and the students ignore that all the stakeholders are responsible for this scenario? What about the government who cannot ensure minimum facilities for the teachers? I cannot stay anywhere near the school because of lack of quality living environment, I need to stay in the district city from where it takes around 60-70 minutes to come to school. When I need to live in a city, my living cost gets higher and I cannot manage time for teaching in the additional classes of the school. Even if I teach, the amount of money I get is not anyhow sufficient for living a life maintaining a minimum standard." He added, "how can a teacher take 5-6 classes each day and maintain quality in his lecture? Why doesn't the govt. take initiatives so that teachers need not to deal with such large classes?"

Seeking anonymity another teacher said, "when teacher recruitment process is not fair, when teachers are forced to offer bribe, then how come we expect a teacher will serve his best? I think, instead of putting restrictions on the teachers, govt. must fix the system". To add, Ms. Moni said, "From my experience of being in this profession for more than 10 years, I believe govt. should recruit more capable teachers and also try to make students-teachers ratio as much balanced as possible. Furthermore, section 2(b) ordered that a teacher cannot earn more than 12000 BDT per month from teaching in additional classes. I think govt. should reconsider this point. In this era, where price hike is a taken for granted scenario how come a teacher may live a minimum standard life with such little earning? If you look at the daily news, you can see that teachers are the most deprived community in the country. You can see, each year teachers need to do several movements and demonstration to ensure their lawful rights".

Chapter 7

Discussion and Conclusion

7.1 Discussion

As far as the issue of PT-E in Bangladesh is concerned, it has gained the attention of the researchers in recent days. Research in PT-E needs more attention to find out the precise contextual needs and efficiency of it. In lack of adequate research document, by the government of Bangladesh, PT-in general, has been represented as a taboo in educational space of the country- which, has affected English teaching- learning in an unexpected way. Through this study, by representing the perceptions of the related stakeholders, the researcher tries to document the precise contextual needs and efficiency of PT-E of a rural region of Bangladesh.

7.2 Summary of the findings

In this section, the research findings are summarized from which the answers of the research questions can be found.

7.2.1 Responses on effectiveness of private tutoring

7.2.1.1 Students' responses:

Almost all of the students agreed to the fact that they experienced, PT-E helped them through enabling opportunity of asking questions. PT-E was an incredible help for students who felt shyness and experienced inhibition in asking question in classroom. Students were satisfied with the overall learning environment of private tutoring classes. Moreover, students were more satisfied with the lecture delivery of private class than of school class. Students found PT as an efficient place to practice regularly, to assess their learning, and to get efficient feedback from the private tutor. Also, students thought there was a psychological factor behind the efficiency of PT, that was, students thought as they paid a lot to the teachers, hence, they needed to be more concern about their studies. Overall, according to students, PT helped them to obtain better grades in SSC exam.

7.2.1.2 Parents' responses:

According to parents, PT was effective as their children got more quality attention from the private tutor since students taught at a time in PT was lesser than of class. In addition, some

parents thought PT helped their children to stay with studies while school was in vacation. Some other parents, precisely who were unable to monitor their children's study track, found PT effective as they could regularly contact with the private tutor to know the study progress of their children. To add, other parents found their children studied regularly after getting admitted for PT. According to them, the notion of regular assessments in PT made their children regular students.

7.2.1.3 Teachers' responses:

Teachers were satisfied with the quality of English teaching that they could provide to the students through PT-E. They agreed that in PT they could address individual students efficiently. Teachers could teach with more efficiency, and, they could assess the students regularly. In terms of providing feedback, private tutors could be more precise and could provide individual feedback to the students. Teachers felt that managing and monitoring private classes were easier than of managing school classes as the number of students in private classes were way lesser than of school classes.

7.2.2 Responses on ethicality concerning private tutoring

7.2.2.1 Students' responses:

Students believed, PT was ethical when some requirements are met. They thought they should get the freedom of choosing their private tutor. And, no teacher should put any pressure on any students to take private tutoring under him. Students also mentioned, a private tutoring class should not have more than twenty-five to thirty students.

7.2.2.2 Parents' responses:

Some parents thought PT was not unethical as they willingly went to the teachers for teaching their children in private batch. Other parents took responsibility as they could not teach their children not to talk and not to disturb others in the class. Other than blaming the teachers only, they thought of the teachers' limitations as well. They asserted, government should take initiative to make the teacher-student ratio as beneficial as possible. However, a group of parents thought private tutoring was unethical as it was teacher's duty to teach efficiently in class. According to them, teachers who were government employee they did not behaved responsibly enough to put their best effort in class to teach the students.

7.2.2.3 Teachers' responses:

Teachers agreed to the issue that there were some teachers who practiced unethicality in doing PT. They said, however, number of such teachers were not mentionable and the entire teacher's community should not be blamed for those unethical teachers. They mentioned, stern actions were taken against those teachers and they were not ethical either as a school teacher or as a private tutor. In addition, for students' suggestion-getting attitude, teachers said the parents too should take responsibility. Parents did not want their children to learn but they wanted them to get just 80% marks at any cost so that they could obtain A+.

7.2.3 Responses on government regulations regarding private tutoring

7.2.3.1 Students' responses:

All of students were satisfied with section-2(a), 3, 4, 5, and 6. Students agreed that before doing private tutoring a teacher must receive application from the guardians of the respective students asking the respective teacher for providing private tutoring. They believed such regulation would prevent teachers from forcing any students to take private tutoring. However, students thought section-2(b), and section-3 needed to be changed. They said the number of students for additional class should be limited to 30. Also, according to the students, the government should allow a teacher to teach his own institutions' student, however, the teacher must receive application from parents of the students for doing private tutoring to the respective students. Moreover, government should allow the outside teacher to teach 20-25 students in a batch after receiving application from the parents of the respective students.

7.2.3.2 Parents' responses:

Parents were satisfied with section-2 which offered the scope of introducing additional classes in school and, also ordered teachers not to take more than 150 taka per month form each student for providing additional classes. According to them, "if there are two or more members studying in a family, then it becomes tough for a father to manage educational spending". Nonetheless, some parents thought the idea of additional class would not work since the same teacher would take classes and, students who would not understand the teacher, they would need to take private tutoring either way. Other parents mentioned, government should recruit

more quality teachers and the recruitment policy should be fair. Some of the parents suggested to lower down the number of students in each class by initiating shift system.

7.2.3.3 Teachers' responses:

Teachers represented their worries that the regulations on PT depicted the teachers as guilty. However, they suggested the government to look into the issue in a more integrated way. Authority should ensure teachers could lead quality life with more facilities so that they could serve better in class. Again, they uttered a class should have lesser students, and the number of quality teachers should be increased in the rural institution. Some other teachers said, teacher recruitment process should be more fair and qualified individuals should be recruited. Furthermore, teachers asked to reconsider section- 2(b), according to them, government should raise the fee of additional classes so that a teacher can lead a minimum standard life.

7.3 Recommendations

All of the participants recommended some suggestions to make this issue of PT more efficient.

7.3.1 Regarding effectiveness of PT

All the stakeholders- students, parents, and teachers were satisfied with the efficiency of PT, however, they had some recommendation concerning ethicality and, they recommended some modifications in terms of government regulation on PT.

7.3.2 Regarding ethicality of PT

According to all of the stakeholders, private tutoring would become more efficient and it would be ethical if always, students had the opportunity to choose any tutor for availing PT. They said, by any means, no teacher should force any students to take private tutoring and at a time, in a batch- not more than 25-30 students should be taught.

7.3.3 Regarding government regulations of PT

Students and parents wanted the government to modify section- 2(b) and section-3. In section-2(b), they wanted the number of students in additional class to be maximum 30. In terms of section-3, they wanted to increase the number of students could be taught by an outsider teacher up to 25 in a batch. And, they also mentioned, government should allow a school teacher to teach his own students. Moreover, parents wanted the government to make a provision so that

registered students' number in each class should not be more than 40. Teachers recommended, government should avail more facilities so that teachers can lead a minimum standard life.

7.4 Limitations and further study

7.4.1 Limitations

As far as this study is concerned, for having time constraint the researcher could document perceptions of only 12 students, 7 parents, and 4 teachers from three different institutions of the designated upazila. However, to get a better conclusion, this study can be broadened by increasing the number of institutions and participants. This study would have been more reliable if the researcher could have taken a longer period of time to study academic achievement of students who take PT-E.

7.4.2 Further studies on PT-E

Taking more participants into account, this study can be done in all the institutions of this upazila while the relationship between availing PT-E and students' socio-economic aspect can be analyzed. Further study can be done to document classroom lacking which lead such a huge number of students to take PT-E.

7.4 Conclusion

There are other researches which have investigated English teaching-learning scenarios in primary (Salahuddin, Khan, & Rahman, 2013), higher secondary (Mondal, 2013), and tertiary (Nahiyan, 2018) level of education in Bangladesh. These studies have depicted effectiveness and lacking of English classrooms, also recommended how English teaching-learning field can be more efficient. This study has investigated how PT-E has become an integral part of a root level secondary education ELT scenario at a upazila in Bangladesh. To achieve the visions, to keep a continuous pipeline of efficient workforce, there should not be any compromise with English teaching-learning approach. The researcher of this study hopes this research will help to visualize the rural context regarding PT-E and it will benefit the designated policy-makers to take more practical and efficient policies concerning English Language Teaching.

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Appendix A.

A Sample interview of a student regarding effectiveness of PT-E

R: Whom do you take private tuition in English? - school teacher or outside teacher?

I: I go for private tuition to my school English teacher.

R: Why do you take private tuition- is there any pressure from school English teacher?

I: No. I never faced any pressure from anyone. But my father asked me to go for private tuition.

R: Why did your father ask you to go for private tuition?

I: I was not getting good marks in English that is why he asked me to take private tuition.

R: But you attended English classes at school. Was not that helpful to do well in English?

Actually, most of the time I did not understand teachers' lecture because he taught too fast.

R: Did you ask your teacher to teach slow?

I: Yes, sometimes we asked. But teacher said going slow does not help to cover the syllabus. And, there were other group of students who could understand even if sir used to teach fast.

R: If you took private tuition to the same teacher, how could you understand him in private?

I: In private, weaker students were in a same batch and Sir used to teach us limited topics a day.

R: Did you face any other difficulty in class?

I: Yes, when I used to sit back, I could not listen to the teacher as students at back used to talk a lot. And, from the back-bench students could not see the whiteboard.

R: If students talked, did not your teacher make them to stop?

I: Yes, he tried. But after some time, they used to talk again. Actually, we used to study 73 students in a class. It was tough for him to handle.

R: What are the benefits you get taking PT-E? Did your performance improve? What about your academic result?

I: Firstly, I could ask question which I could not ask in class. Secondly, in private class, teacher used to make us to practice a lot. And, I got GP 4:00 in SSC exam.

R: Did not you ask question in class? Did not you practice in class?

I: I felt embarrassed to ask questions in class. Other students used to laugh if anyone had asked any questions regarding any topic which was easy to understand. And, in class we could not do a lot of practice because of time constrain.

R: Did your teacher used to check homework in class?

I: Yes, he did. But students used to copy and submit. Sir did not check those rigorously.