

THE UNSIGHTED SCENARIO OF PRIVATE TUITION

Students' Propensity for Private English Language Tuition in Bangladesh: The
Unseen Scenario of Private Tuition

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of the requirements for
the degree of Bachelor of Arts in English

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Declaration

It is hereby declared that,

1. The thesis submitted is my/our own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

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Approval

The thesis/project titled “Impact of Shadow Education in Bangladesh: Students’ tendency for Private tuition in ESL”

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Ethics Statement

This study has been conducted only by myself. This is my original work for thesis. While researching, I have looked for several articles, scholarly sources, newspapers and books. I only read those to find the connection and put others' idea which can support my points too. The findings and results of this study are from my own research. I have conducted interviews with some eligible participants. I did not force anyone to join. Also, I was not biased with their answers; rather, I tried to have their own opinion. All of the interviews were taken with their consent and they voluntarily participated.

Abstract

Private Tuition in Bangladesh has become an obligatory part of education in Bangladesh which is a common scenario nowadays. However, nobody is focusing on the ultimate result and impact on the education system regarding this issue. In this research, I tried to find out the untold impacts of private tuition among students. I also tried to find out the reason behind students' priority of private tuition. Moreover, there is a difference between in-class activities in private tuition, and this study helps to explore the activities to show what actually is behind this shadow schooling which is increasingly popular among Bangladeshi students. For this research purpose, I conducted my research by using a qualitative approach which helped me more to explore clear opinions, experiences, and a clear concept. I took interviews with fifteen eligible participants. After the interviews, I tried to find out the keywords from the conversation to analyze the data related to my study. Furthermore, in the Findings chapter, I have raised the main problems and issues regarding private tuition with the participants' opinions. Last but not the least, I have elaborated the findings with the common keywords I have found throughout my research.

Key words: Private tuition, Coaching Centers, Grammar translation method, Teaching method, Task-based Learning and teaching, Socio-Psychological.

Dedication

From the core of my heart, I would like to dedicate this work to my parents who were always there for me as my backbone, supported me throughout my journey, and loved me unconditionally.

Acknowledgment

Firstly, All the praises to the Almighty Allah who is the creator and gives me all those things which are best for me. After that, I cannot be thankful enough to my Father and my Mother who always supported me. Whatever I am here today is only for them because of all their unconditional support and love. They always try to teach me first how to be an honest person in life over being educated.

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Appendix

List of Acronyms

PT Private Tutoring

PTE Private Tutoring in English

EFL English as a Foreign Language

ESL English as a Second Language

CLT Communicative Language Teaching

TBLT Tasked-Based Language Teaching

PBLT Project-based language Teaching

GTM Grammar Translation Method

EFT *English For Today*

Chapter 1. Introduction

1.1 Private Tuition: An Indispensable Demand among Students in Bangladesh

In Bangladesh, the tradition of extra classes, private tuition and coaching centers have been extremely conventional in the education system for a great many years. This study excavates the social influences of this system and its impact on students. A good number of secondary students in Bangladesh join extra coaching or tuition classes after their school. The parents generally do not think about the quality of education in shadow schooling; they only care about the fact that their children are getting extra study time. Since most of the students from Bangla medium background have weakness in English as an academic subject, they go to coaching centers or extra tuition classes from the same teacher from their school. It has now become almost a mandatory activity for both students and teachers. In Bangladesh, students along with their parents think that the more students go to extra classes, the more marks they will get in exams. There is a large number of students who are dependent on their private tutors in English. The system and tradition of shadow schooling in Bangladesh is impacting students' learning. Most of the students do not know that development of the four skills (reading, writing, speaking, and listening) in a language is the right path to learn a language properly. All of them are focused on trying to get the most marks in exams. The importance of four skills is quite neglected by both students and teachers. This study explores the advantages and disadvantages of private tutoring in English for the students and its impact on teaching and learning in the context of Bangladesh.

1.2 Context of the Study

In the education system of Bangladesh – students from Bangla medium are the primary sufferers of English as second language learners. Most of them study English as a national curriculum subject whereas the other subjects are taught with Bangla as the medium of instruction. Unfortunately, students from Bangla medium are far behind in the four fundamental English skills. The Bangla medium curriculum has only 2 parts of English which are English 1st paper (literature-based) and 2nd paper (grammar-based). Students are mostly instructed to follow

the school syllabus which is provided by the national education curriculum. In this system, students from Bangla medium have difficulty in developing the four skills of English.

In addition, parents are also interested in private tuition nowadays for their children. This has become a burning question between parents and students whenever it comes to board exams. It seems like they are now racing in a competition where they compete to have the best tutor to get extra marks in exams. Moreover, the different types of coaching centers and private tutors attract the students by offering discounts on tuition fees. There is almost no limitation on the number of students admitted to different coaching centers. Unfortunately, the coaching centers and different private tuition academies may not care about the capacity they can provide to maintain educational quality.

Aside from all of these, though everyone is focusing on private tutoring to have success in terms of grades, nobody is disclosing the negative impact on language learning which is being hampered by the wrong way – teaching to the test rather than for English development – of teaching and learning. Indeed, most of the students in our country are from Bangla medium, meaning they study English as a subject only, and so have a weakness in English, not to mention the faulty education system which prepares students for the test only rather than for real life use.

1.3 Focus of the Study

Aside from all these, one of the goals of this study is to bring up the effectiveness of English as a second language, or lack thereof, in the context of the shadow schooling tradition in Bangladesh. The way students are relying on different coaching centers every year will be intimidating for the future. In this study, the impact of having wrong teaching and learning activities throughout shadow education tradition in Bangladesh will be discussed in various aspects. The tutors from coaching centers and private tuition are also not familiar with proper teaching methods of teaching English as a second language. Moreover, most of them focus on exercise-solving from different grammar books, instead of communicative activities, which is one of the main reasons students are behind in speaking and listening skills in English. Students do not get the appropriate environment to learn a language in such shadow schooling. Additionally, this study will also explore the difficulties faced by the students to get good grades

in the guise of private tutoring. Especially the students from Bangla medium suffer the most in their higher education because of these private tuition and coaching centers. Besides these, this study will also investigate the reasons behind students' utmost tendency for private tuition.

Chapter 2: Literature Review

The importance of English is increasing significantly day by day in different aspects of life. However, in the context of Bangladesh, most of the students are still struggling in English. This leads them to do more extra classes and enroll in private tuition and coaching centers which have become very serious issues nowadays. PTE is a common tradition in the education system, and doing extra classes for extra marks is a common tendency among students. In my research, I tried to find out some sources where other scholars also highlighted this problem. Here are some common issues on shadow education I collected through some research articles.

2.1 What is Private Tuition?

Basically, private tutoring and additional activities outside the classroom are called shadow education (Bray, 2014, p. 20). Many writers define shadow education in their own way but the moral of their definition is the same. For example, Mark and Lykins (2012) mentioned in their book although shadow education is common it basically represents the private supplementary tutoring which is concerned with only academic subjects (p. 10). In their article, it is also said that shadow education is basically a private unofficial curriculum that follows the national curriculum for providing extra advantages.

Matthew James Etchells (2018), a doctoral student from Texas A&M University, completed his dissertation on shadow education where he brings up the concept of this system. In his research, he tried to find the meaning of using this metaphor 'shadow' which indicates the fact that the private tutoring tradition basically imitates the mainstream academic school curriculum.

Buchmann et al. (2010) also noted private tuition, extra classes, and informal channels of academic education are under shadow education (p. 484). Basically, they explained that any kind of informal class beyond academic classes can be considered shadow education. Most of the learners want to further classify shadow education, coming up with criteria that include extra classes and private tuition. Grodsky (2011) also opined that shadow education is not

compulsory for students. It is only the students' choice. It is not mandatory for the students to have tuition; they choose their own when they need to.

Regarding this, Baker and LeTendre (2005) also pointed out that the shadow education system is taking advantage of the formal educational curriculum activities to succeed more in terms of academic grades. They also mentioned the target of shadow education is to find out the problems which are not being solved in formal education (p. 56). Therefore, when students find that they cannot solve all the problems in their academic classes because of time issues and large number of students, they may choose alternative ways to complete their unsolved lessons, leading them to attend private tuition.

2.2 Categories of Private Tuition

Young and Jung (2019) categorized five forms of shadow education. They also discussed the purpose of these types. They tried to find out both the positive and negative sides of these forms of shadow education. There are different types of private tutoring in various countries. Glassman and Besson (2004) mentioned that private tutoring can be in a small group with one tutor; some students hire one tutor at their home which is called private tuition. As for a small group of students, an unofficial classroom is used for studying academic and non-academic activities. In some countries, they use large classrooms or school classrooms after academic classes which are called extra classes with a big screen and other technological equipment (Bray, 1999, p. 21). Buchman, Dennis and Vincent (2010) also gave examples such as extra classes, and tutoring occurring outside of formal education are the types of shadow education.

According to a report in *The Daily Star*, it is claimed that there are numerous coaching centres in Bangladesh, which constitute the most popular part in terms of shadow education (2011) in the country. There are different types of coaching centres near most of the schools. Students, after finishing school, generally go to coaching centres or private tutors (Fahmida, 2015).

In this generation of technology, nowadays online private tutoring is very popular among students. Using the internet and technological devices, it is now possible to attend classes from home and there are also many videos on the internet, such as on YouTube, on different topics

which are also under shadow education (Lamicchane, pp. 21-23). Brown and Liedholm (2002) also estimated that the online environment may offer a unique and also convenient system both for tutors and students. Thomas et al. (2006) suggested that there are different types of online platforms that can create a virtual classroom. Such a platform is a very common medium for the tutors to take private classes at home. They also can share videos, pictures, and necessary materials via mail and other platforms. Thus, the above discussion shows that there are various forms of shadow education available in different parts of the world.

2.3 Concept of Private Tuition in Asia

In Japan, 'Juku' (an admission coaching for college and universities), is very popular among students after their secondary school (Milwaukee, p. 277). Dolly and John(2012) discussed the process of Juku in their article where they mentioned after 12 years of high schooling, students try to practise their knowledge throughout their high school program through Juku, which is basically based on their admission test preparation.

According to a survey in India (2015), students from a very early age spend 7.4 percent more on private tuition compared to academic school curriculum (Azam, p. 13). Mehtabul (2015) also investigated the vast coaching center and private tuition scenario in India where students focus more on coaching centers without even knowing the positive or negative impact on their academic studies. Besides, Kota is a district of India which was earlier known as an industrialcity but in the last three decades it is now called as a 'Coaching Factory' (Needhi & Singh,2018). In a scholarly article, Dr. Kreeti and Needhi observed that students are fully depend on Kota admission coaching centers for their higher studies, where the students get to experience the destiny, passion, national level environment (pp. 836-837). Here it means their destiny is to get chance into public institutions. In an Indian Newspaper, Furqaan Ameen (2016) informedthat students also have to wear uniform, specific books, and follow guidelines for coaching centers in Kota. This shows how much these private tuition systems have gone that it canbecome a momentous organization for the students (Ameen, 2016).

From the duration of 1980 to 1990, various types of shadow education started to emerge across China. In different cities in China, there are many private tutors who play the center role

in the provision of tutoring classes (Kobakhidze, 2018). Zhuang (1990) also reported that in Shanghai, in order to enhance the chances to enroll in better secondary schools, 20% of the primary school graduates had received home tutoring from a private tutor. Most of these private tutors are from university students, students from teacher training schools, and also retired teachers from schools who provide home based tuition (Zhuang, 1990). Later, this system has changed in China due to modernization in education system. After this home tutor tradition, most of the schools arrange both extra class system and holidays. Most of the tuition centers are held on holidays, which makes extra profits for the school fund (Li, 2009).

Kim and Lee (2010) also investigated that in South Korea, about 2.57% of the nation's GDP is spent by the household sector on private tutoring for primary and secondary school students. They also added that most of the students' desire to admit in better quality higher education institutions drive them to take more private tuition for ESL (pp. 261-262). At the same time, some students try to prepare themselves before school academic exams or any kind of board exams. Stevenson and David (1992) stated in their book that it is a common tradition in Japan where students and their parents pay tuition fees for private tutors or private classes which are held after school where the students get the chance to do more exercises, take more practice exams, indulge in more problem-solving, and more. Parents are quite concerned about these tuition centres, and it is easy for the students to cope with the exam environment, and students do practise the previous questions of different academic exams (p. 1643).

2.4 Condition of Private Tutoring in Bangladesh

In Bangladesh, shadow education is a burning question in terms of education among students. According to a news article, Zaman (2020) reported that most of the families in Bangladesh are still dependent on private tutors as the parents do not have enough time and patience to teach their children at home. She also added that "Private tuition has never been immune from criticism and has been termed as 'shadow education' by those who oppose the idea" (Zaman, Pp.21). In our country, a private tutor is a very common matter for both primary and secondary level students. Regarding this in a journal article, Hamid et al. (2009) also pointed out that private tutoring is now widely spread both in urban and rural areas. They also explained in their study that, teachers from academic institutions and non-teachers also make a group of

students with 5-10 students, on in a large group (20 or more students), to provide private teaching on particular subjects. Most of the tutors select their teaching venue with a small group of students in their own residence. After that, when it comes to a large group, they use a coaching centre which is basically another centre only to teach privately (Hamid et al., 2009, pp. 283-285).

The culture of coaching centres has become almost a mandatory phenomenon among students. Due to the perceived academic advantages, students are deeply entrenched about coaching centers (Hasnat, 2017, p. 110). In a news portal interview, according to Dhaka University Professor Emeritus Serajul Islam Chowdhury, when the national educational curriculum fails, students tend to be dependent on coaching centers (*The Dhaka Tribune*, 2017). This may help to increase the rate of supplementary private tuition-going students. According to a journal article, Ranjan (2018) found that the rate of primary students getting access to private tuition is increasing about 5% each year. Most of the students from Bangla medium are weak in English primarily because of the formal academic non-communicative classroom activities. Ahmed's (2006) and Chowdhury and Shayla's (2011) studies have also identified that in big classrooms, a huge number of students, lack of self-confidence, uncooperative peers, unsupportive communicative environment, and students' shyness are the main hindrances behind the low standards of Bangladeshi students' learning and speaking skills. Besides having a large classroom with numerous students, most of the Bangla medium schools do not have proper instruments for speaking, or a listening lab, at all. This is why most of the parents think their children need extra care on ESL, which led them to PTE.

2.5 Impact of Private Tuition in Bangladesh

Mahmud (2019) stated that PTE can be helpful for the students who are behind in general care or who need extra care. It also enhances their learning attainment in ESL, especially for students from Bangla medium who are generally weak in English. He also added that there are some PTE centres that can solve the difficulties which are unsolved by schools. Thus, PTE can mitigate students' weakness in English. On the other hand, Shihab and Sultana (2017) argue that sometimes students are not exposed to the proper method in learning ESL through PTE, and this can impact negatively. They also added that coaching centres and other private tutors just let the

students practise unnecessary exercises which are unhelpful for the student to progress. Most of the students become exhausted after school but they also go to post-school coaching centres, which exhaust their energy and time (Rezwan & Sultana, p. 11). According to this matter, a Bangladeshi newspaper, *The Daily Star*, Ahmed (2008) took some interviews of students and parents where they claim, after all the classes and tuition, teachers' batch students do not get enough time and energy to study at home. They also added that the private tutors do not give proper attention to the students sometimes because of the large number of students in one class. According to a newspaper article, Kazi (2015) stated that the number and types of coaching are day by day inching closer to even become larger even than those of school. She also added because of this shadow schooling, students do not attend their actual academic classes regularly. This shows the extent to which Bangladeshi students are dependent on private tuition.

Zaman (2020) also stated that most of the parents are dependent on private tutors and they think only the private tutors can solve every problem of their child. In her article, she brought up the condition of middle-class families' economic strain due to tuition fee expenses. Besides, excessive private tuition can affect students' mental health. Regarding this matter, Danial and Wang (2015) discussed how students are becoming mentally affected because of after-school private tuition. They explained the more students get extra schooling, increases their pressure. Most of the students get into the race to win the competition. Sometimes they cannot bear the pressure. In our country, students do not get their free time to play since they have private tuition in the same time (Ahmad, 2018).

2.6 Financial State of Private Tutoring

The coaching centres and private tuition nowadays become a big business in Bangladesh. Through the report of a newspaper article, Joynul (2017) extensively reported that Students and parents have to pay more for coaching centres and private tutors than school and colleges' academic programs. According to him, most parents want their children to have tutors for each subject. This tendency of PTE leads the parents under pressure financially. Moreover, He added that the coaching centres demand more fees but in terms of education quality is not even worth it. Each year a large number of students are admitted to different coaching centres without knowing the subsequences. In his article, he pulled out a new issue about the rent of students' residency.

The house-owner increase the rent more when it's the time of admission and if the students do not want to pay the extra rent the house owner simply ask them to leave. Nawaz (2018) found out that about 30% of the cost of education goes to only private tuition and coaching centres in Bangladesh. He calculated one parents' expense on private tuition of their child where the father's monthly income is 65,000 and 20% of his income spends on his son's private tutors and coaching centres fees. According to his statistical research, the survey of Bangladesh Bureau Statistics in September 2015, students from urban areas are spending higher for coaching and private tuition at 33% while it is 26% for rural students.

On the other hand, there are some tutors who are struggling for earning some money by tuition. Shafin (2021) portrayed a tutors' struggling life story in his article in a newspaper. He shared the story about most of the university going students and fresh graduates from middle- class families who do not find any stable job, then they start giving private tuition. Most of the students who bear their own expenses struggle with different tuition. He also added, sometimes the tutors do not get their fair what they deserve. So, it is a common scenario in Bangladesh that many peoples' earnings come from private tuition for their livelihood.

According to an article in *Prothom Alo*, it is reported that almost every coaching centre are running illegally with corruption in the system. The coaching centres rent the land and house without the govt. permission and legal documents. Moreover, it is also mentioned that the government does not have any applicable rule set up regarding the fees of coaching centres and private tuition. Thus, the coaching centres are taking advantage by increasing extra fees and others.

2.7 Governments' Steps on Private Tutoring in Bangladesh

After all these incidents and low-grade coaching centres with mismanagement, the government took some steps to control the coaching business. The education ministry drafted a new law that will ban with the probation of hefty fines up to taka 2 lakh along with 6months jail for the guilty teachers (Sharier, 2016). In the newspaper article, Sharier (2016) also mentioned that the government think students do attend private tuition because their schools do not have qualified teachers so the education ministry should take care of this matter more. He also added

the govt. forbid the teacher to take extra tuition from the same school students. This distracts the teacher to attend schools' academic classes properly. The teachers' attention diverts more into private tuition with a large group of students. This is how the quality of school classrooms is decreasing day by day.

On the other hand, Roy (2016) argued that banning private tuition and coaching centres is not a good idea and even it is wrong in principle and also unhelpful. He suggested that government should take care of the education system and recruit more qualified teachers in schools instead of threatening private tutors and coaching centres. Roy also added some incidents of schools and colleges where some of the teachers' unethical behavior misuse their position to force students to attend their private tuition if they want good marks in their exams.

Admission coaching centres are the most popular among students during admission exam time each year. Some of these coaches are running their curriculum illegally. The Dhaka city is full of banners, posters, graffiti, brochures, billboards etc. which are being used for advertisement of these coaching centres. These are one of the reasons for environmental pollution. For these circumstances, the government revoked some coaching centres' licenses ("Six coaching centres' licenses revoked", 2017). Furthermore, questions paper leak is a common problem in Bangladesh which has become an open secret before every board exam. According to a report of a popular newspaper in Bangladesh, the education minister Dr Dipu Moni decided to keep the coaching centres closed across the country for one month before the exam starts to prevent the leak (Staff correspondent, 2019).

2.8 Research Gap

In all of these earlier discussions, it is perceived that most of the sources are talking about either the necessity or the inessential activities of shadow education. The researchers try to find out the positive sides of having extra classes along with the negative impact on students. Since shadow education has become a tradition in education it cannot be stoppable though it has negative sides. As a consequence, this research aims to find out the method of teaching in the different shadow education systems, psychological reason of students' tendency of PTE,

teaching quality of PTE, the difference between academic curriculum and shadow education activities which are not mentioned expressly in the sources discussed previously.

Chapter 3. Research Methodology

Arranging the research purpose with authenticity, the suitable method is very important. This is why I had to choose the method wisely. According to my research topic, I need some explanation and analytical data so that I can find the answers to my research questions as well. In this chapter of my paper, I will be discussing the procedure of using the method and data collection procedure respectively.

3.1 Research Design

For this research purpose, I conducted my research by using a qualitative approach. I think for this topic and analyzing the main purpose of the case study, a qualitative approach will help me more to explore clear opinions, experiences, and clear concepts. Basically, I need the students' opinions about their experience who are used to go to extra tuition or have private tutors for English. After that, I need an English teacher from a secondary school who has enough experience in teaching English in his/her carrier and is also concerned about the shadow education system in terms of Bangladesh. In essence, my findings show answers to 'why' and 'how' PTE exists in Bangladesh. Hence, through interviews I can ask my participants the details I need for my research. According to Makmur, "its [qualitative research's] main goal- tries to understand and to describe social phenomena, people's behavior and action that occur naturally" (p. 31). This is why I did not choose the quantitative method because, to the best of my knowledge, no numerical data is needed and relevant for the study purpose. In a quantitative study, I could have some 'Yes' or 'No' answers from the participants, but they will not help me to find to analyze my research questions. This is why I think a qualitative approach is suitable for the research.

3.2 Research Questions

To achieve the goal of this case study, I have come up with these three Research questions:

- i) What are the main reasons for students' massive interest in private tuition for English?

- ii) How does private tuition affect students' learning skills in English?
- iii) How does the shadow education in Bangladesh affect students' mental health and socially in the English language?

3.3 Participants

To conduct the interview, I tried to choose students from both primary and secondary level education. There are 15 students from different Bangla medium schools. Most of them are from Dhaka and also are involved in several tuition practices – coaching centres and private tutors. I have not chosen students who do not have any experience with private tutoring. Moreover, students from lower classes – that is, below primary level – do not have enough experience of PTE. Since I need to know the effects of shadow education, therefore I must get reliable information from the participants who genuinely have private tuition in English. Regarding this, Benjamin (2018) noted that participants should be chosen with a reliable background which can help to find out the answers to research questions. Hence, my participants are primary and secondary level Bangla medium students.

3.4 List of Participants

Serial no	Name of the Participants	Gender	Education Level (Class)	Medium of Study
1	Arpon	Male	8	Bangla
2	Sanjana	Female	7	Bangla
3	Rafid	Male	8	Bangla
4	Mahin	Male	9	Bangla
5	Aysha	Female	7	Bangla
6	Abir	Male	9	Bangla
7	Maliha	Female	9	Bangla

8	Sadia	Female	7	Bangla
9	Shafin	Male	10	Bangla
10	Sami	Male	7	Bangla
11	Nibir	Male	8	Bangla
12	Neela	Female	10	Bangla
13	Tanvir	Male	9	Bangla
14	Farhad	Male	10	Bangla
15	Joy	Male	8	Bangla

3.5 Data collection Procedure

Since my findings in this paper are related to the class activities both before and after this pandemic, I tried to structure my questions according to the situation before and after the pandemic. Unfortunately, in this pandemic situation, it was not possible for me to conduct a face-to-face interview. Therefore, I conducted virtual interviews via the internet using the Zoom application. In essence, I have chosen to take interviews, which is a descriptive way to collect data. So, firstly, I designed my interview questions according to the research questions. Afterwards, I tried to contact eligible participants. After ensuring their consent, according to their preferable time, I conducted the interviews. I prepared some questions before the interviews as they are semi-structured interviews. I did not start with the direct topic or questions; at the beginning of the interviews, I tried to include an ice-breaking session for the students. I also ensured that they can easily understand what they are going to talk about, or the actual purpose of this interview. The briefing session was quite helpful for me as well. Gradually I asked them the main interview questions. Though I structured the interview questions beforehand, as these were semi-structured interviews, sometimes I changed and modified my questions according to the participants' responses.

I have already mentioned that the tradition of shadow education has become popular in Bangladesh day by day. My goal is to find out the negative impact of this issue. My research question concerns why the students have to struggle in English language learning so much that they have to take extra tuition. Even though they are getting themselves admitted to different tuition centres, the question remains whether they are getting the proper teaching and learning methods for language learning. I tried to explore the problem by analyzing some relevant students' experiences of PTE.

I had to take several steps to collect the data for my research. At first, I took all of my participants' consent to ensure they are willing to disclose their names and educational institutions. While taking interviews, some of them were not comfortable with showing their face and recording, so I had to maintain their privacy. I did not ask them directly anything related to shadow education. I started the conversation about their educational background and their weakness in English so that they gradually understand what they need to say next. So, when I frequently ask about the main reason for the challenges in English, most of their answers are related to class activities, vocabulary, memorizing, shyness, social barriers, and lacking basic English. They repeatedly said they are weak in grammar and lack vocabulary in English. Since all of these problems are not possible to be solved in academic class, they felt the need to choose another way to learn, and thus, they opted for PTE. After that, I asked for details step by step regarding their PTE experiences. Most of the participants were able to understand the questions and answered accordingly. In case of confusion, I rephrased the questions to simplify them.

3.6 Data Analysis

While taking interviews, as a researcher I took some notes and translate them into English instantly as some of the interviews were in Bangla. After summarizing the conversation, I had to focus on coding. I took some of the keywords from the participants' opinions. There were some questions identical for all the participants, so I tried to put all those answers into a summary with some similar descriptor words. Whenever a participant said something with stress and more attentively, I tried to focus and took notes on those emphasized words. After that, I pulled everything into a common theme which helped me to find out the common problem regarding shadow education. Subsequently, all of those keywords and codes were explained in

the Findings chapter. Thereafter, the main points and themes have been connected with the scholarly sources in the Discussion chapter.

3.7 Ethical Issues

In this study, the method I have used has no controversial activities. For the interviews, I contacted my participants and only after getting their concerns I finalized them as participants. The students were not forced to answer according to my choice. Since it is a semi-structured interview, there was, as mentioned, rephrasing of questions in order to maintain the conversational flow, but I was not biased toward my participants by changing questions. My only purpose behind the semi-structured nature was to make the interviews comfortable for the participants. According to my participants' preferable time, I sat for the interview, and I never imposed upon them any time or any other restrictions. Moreover, I was not biased at all towards choosing questions and getting responses. Furthermore, the students did not want to disclose the name of his institution, so I decided not to disclose the name of the schools and private tuition academies in this research.

Chapter 4: Findings

In this chapter, there will be a broad discussion of the interviewees' opinions and thoughts through their interviews. There are some informative and quite interesting answers from the students which are also relevant to this research purpose. The answers and different opinions in the same context have been analyzed by the researcher. In this segment, the researcher tried to find out the codes and the similarities between their opinions on the research context. The findings have been discussed in some sections below.

4.1 Environment and Surroundings of English Academic Classes

First of all, the students gave their valuable opinion about the academic class activities and surroundings of the English classroom at their schools. In this section are discussed the atmosphere, style, activities they have experienced. Through the interviews, the students described the class activities broadly which have been categorized in different subsections here.

4.1.1 Classroom Surroundings (A Large Number of Students)

Most of the students firstly brought up the classroom size, surroundings, capability of their sitting area which is not comfortable for them in their school academic classes. They claimed to only search for extra academic care through PTE when they cannot solve their problems in their academic classes. There are many reasons behind this issue. As one of my participants, Sanjana, said, "I cannot hear my teacher in the classroom because of the chaotic classroom. Sometimes I could not ask my teacher about any problem because of the classroom environment." Like her situation another participant, Rafid, also mentioned, "In the classroom, there are more than 80 students in my classroom." He claimed that it is impossible for the teacher to check everyone's classwork and homework. This situation is quite similar for all of the participants. Rafid also said that "most of the students do not pay attention to our teachers because of these chaotic classroom activities." This is one of the reasons students think they should take extra tuition classes for English as they cannot understand and are also not able to take proper lessons from their school classroom. Mahin, a participant from secondary school, also said, "I along with some of my friends take extra classes from the same teacher of our school as we cannot get all the study materials in the classroom." Thus, a large, noisy, and

chaotic classroom is one significant reason why they came to this decision to have extra tuition classes from the same teacher.

4.1.2 Time Consuming

The average class time of the schools is a maximum of 45 to 60 minutes as per the interviewees. This is also one of the reasons the students choose PTE as they do not have enough time to finish all the activities in the classroom. As it has been already mentioned in the previous subsection about a large number of students in one classroom, this point of time constraints goes hand in hand with the former. Indeed, it is usually difficult for both teachers and students to complete the lesson and have enough activities for a communicative English class. One of the participants named Aysha lamented, “My English class teacher cannot check our classwork on time; it makes me sad when I do the homework all night awake.” This is why students from her class do not put attention to their classwork as they assume their class teacher cannot make time to check all of their activities. Aysha further pointed out that they cannot ask for extra queries from their teachers because of their tight class schedule.

Similar to this issue, Farhad told the researcher, “My mom said to take extra tuition classes with the same teacher so that they can ask for their other problems with the sameteacher.” He claimed that in their coaching classes they can have some extra time to ask the problems. Moreover, Sanjana also said, “half of our class-time is spent for checking homework, arranging class mess, so how can our teacher cover all the lessons every day?” Therefore, students sometimes do not even go to school so that they can have some more time for their private tuition.

4.1.3 Demand for Extra Notes and Sheets

As the schools only follow one or two books and do not provide extra sheets and other notes, some of the interviewees claimed that their coaching centers provide extra notebooks and practice sheets. For example, Abir mentioned that at school, they are only asked to solve limited examples from the book. However, at their tuition and coaching centres, they get the advantage to get more notes and exercises so that they can prepare themselves more mechanically for exams. One of the participants, Maliha, said, “My mother used to collect different notes and sheets from my friends who have different coaching centers and I always have to practise from these.”

4.2 Social Aspects of English as a Language

Types of social influences for the students which lead them to focus more on English have been discussed in this section. The maximum number of interviewees reveal their flaws in English and resultant experiences they have had in society. Most of the participants have experienced some negative feedback from the society and school environment. Indeed, many of the participants have insecurities about their weakness in English due to social pressure or the fear of facing it.

4.2.1 Importance of English in Bangladesh Education System

The participants claimed that they do not give the same amount of importance on English as on their other main subjects. Sadia said, "I always focus more on physics, chemistry and math. I do have to take extra tuition for each subject. Also, both my parents and teachers advised us to focus more on my science subjects." Thus, all students do not get that much time to put similar effort into English. Moreover, Abir mentioned, "My English teacher only focuses on grammatical parts of English." He added that their teacher only follows the grammar book and asked them to follow the different structures of English grammar such as voice, narration, tense, among others. In this regard, Sadia also stated, "My parents also think that if I memorize the grammatical rule of the English language, then it will be enough for efficiency in English." Shafin pointed out the significance of English for future academia, saying that his mother thinks if he is fluent in English, it will be beneficial for him in terms of higher studies. Therefore, his mother admitted him to a spoken English course.

4.2.2 Bullying and Mockery regarding English Classroom

Since the participants are from Bangla medium background, most of them have weaknesses in English. They brought up the fact that in our country, there are some social barriers for students, especially in terms of English speaking. For example, in a classroom when someone tries to speak English, others will treat him as trying to act smart or tag him as having an attitude. It leads them to stop practising conversation in English regularly. Moreover, when a student has a different accent or tone, people will make fun of it. This increases their anxiety in speaking English. In Sanjana's opinion, not only the school but also the family members and society do matter in terms of students' speaking English skills. Regarding this, Arpon said that in his classroom one of his classmates pronounce 's' instead of 'sh'; overall, he has some

pronunciation problems while speaking. Because of this issue, everyone in the classroom laughs at him and also sometimes makes jokes about this issue. Thereafter, Tanveer said, “In front of my friend circle if we speak in English, everyone thinks he or she must be smart otherwise it seems like people who speak in Bangla always are not smart and backdated.” This is how people in the society judge someone by their use of English. Most of them prioritize some students according to their level of speaking English. It demotivates the students who are comparatively weak in English.

4.2.3 Parents' Intervention regarding PTE

As per the response from 15 interviews, 12 of them agreed that their parents encourage them to have extra tuition only for English. Most of their parents also select private tutors or coaching centers for them. The steps to select extra tuition come up with the discussion among the students' mothers first. They try to choose tutors with based on some criteria such as the fees, distance between schools and tuition place, and experience in teaching. Shafin said, “The teacher who has experience in different coaching centres and also do provide various notes and practice sheets – you can get proper tuition from this teacher with some of your friends in a batch.” Moreover, Sadia also gave an opinion regarding this same situation that her mother also finds private tutors for her according to the popularity of the tutor. Most of the parents think that the more teacher is popular, the better their teaching quality. This is why Tanvir's mother always searches for the teacher who has the most students in his coaching center or in the tuition batch.

As a result, students are sometimes forced to go to multiple tuition centres by their parents since their parents think that their children will get more marks if they get the opportunity to have extra care for the subject at which they are weak. Gradually, nowadays parents are more confident with the private tutors than the academic teachers. This creates a distance between school academic programs with the students as well. Furthermore, parents have to spend a good amount of money behind PTE, and this has become a huge pressure for them as well. However, parents' involvement has become one of the reasons the coaching centers getting more hyped in Bangladesh, and it does not look to be receding any time soon.

4.3 The Education Process and Academic Procedure

In this section, the participants' opinions on the formal school education system have been presented and analyzed. The participants were asked about the class activities at both

school and PTE. Most of them explained how their teachers give lessons in their both academic schools and at private tuition. They also gave some examples of the class activities. The details of the education process are discussed below in the subsections.

4.3.1 Stuck to One Academic Book in Theory, but Not in Practice

According to the Bangladesh government education system, the *English For Today* (*EFT*) is the only NCTB suggested book. Most of the participants have almost the same kind of responses, saying that the book is hardly used in classes. Mahin from class 9 stated that their teacher does not use *EFT* books in class most of the time and also tries to suggest the exercise book which is suggested by the school authority. When I asked him if he uses this book or not, he said he does not need to use the book since he already had the course material. Regarding this, Shafin from class 10 said in a sarcastic way, “My *EFT* book is still new which I purchased when I was in class 9.” This shows how rarely he used the book the whole time. As he claimed, they are instructed to follow the grammar book for practice exercises which are only for the grammar portion of the syllabus. The books do not cover any kind of speaking or listening skills. Thus, students are becoming dependent only on exercise books.

4.3.2 The Environment of PTE: Comfortable and Friendly

When it comes to education surroundings and the environment of teaching about PTE, most of the participants agreed that they are more comfortable with their private tuition than in academic classrooms. Abir said, “Most of my private tutor is also a student and it helps me to bond friendship with my private tutor.” For this friendly relationship with their instructor, they do not hesitate to ask any questions in the class. Moreover, nobody makes them feel shy if they do not understand anything in their academic classes, and students also feel free to have their queries clarified more easily from their private tutors.

Maliha also mentioned that she along with her friends takes extra tuition together from the same tutor, therefore, it makes them comfortable in their coaching class. They can share their notes, course materials and also arrange for group study. Furthermore, their parents also became friends with each other, which makes the students more comfortable in terms of safety and transportation. Regarding this, Neela gave her opinion about safety: while she goes to coaching sometimes her friend’s mother helps her to travel from home to her tuition destination. She also added that in coaching classes, “I do not address my teacher as ‘Sir’; we are as free as I call them ‘Bhaia/Apu’ (brother/sister).”

Moreover, when the participants were asked about cooperativeness and ease with their private tutors, most of the participants replied in a positive way. Aysha said that her home tutor has some different tricks to help her understand the tricky lessons. In addition, Tanveer always takes note of his coaching instructors and focuses on the notes more than academic books. They can ask the same problem frequently if they do not get the proper answer and their PTE teachers are not bothered explaining the answers repeatedly. Therefore, the participants are pleased with their private tutors more than school teachers.

4.3.3 Teaching Style of PTE

As per the participants' responses, the goal of their private tutors is to complete the school syllabus as soon as possible to prepare them for the exam. In essence, the main priority of PTE appears to be preparation for the upcoming exams rather than developing English skills. PTE teachers do not appear focus on the learning skills of language or any kind of other activities. According to Mahin's opinion, "My private tutor tries to focus only on the important topics for the exams and asks for practising the exercises and previous question bank from the guidebook."

There are no specific methods to follow in terms of private tuition. The focus is on the exams and school syllabus. Basically, the private tutors try to follow the same school syllabus to complete the lessons to help achieving good marks only. Moreover, the tutors also try to explain in Bangla while teaching English grammar. Thus, it appears that GTM is still being followed in shadow education broadly. In terms of the Bangladeshi teaching curriculum, GTM is a very common scenario in formal academia, and PTE also appears to mirror it, if not rely on GTM even more. Besides, Shafin also said, "My coaching tutor has some own tricks to make the lessons easy such as he uses some rhythms to memorize some rules of grammar." Interestingly most of my participants are more comfortable and enjoy these tricks for better understanding.

4.4 The Impact of the COVID-19 Pandemic in Terms of PTE

Though there is a massive change in the whole education system of the country due to the situation of the COVID-19 pandemic, surprisingly students tended not to stop their private tuition even though their academic classes were closed for long periods. Most of the participants were concerned about their extra tuition. Some of them chose online PTE at first when the

pandemic situation was serious. After that, their parents encouraged the private tutors to come home for teaching. For example, Abir stated, “My parents asked me to go to my teacher’s home with precautions as they think if I stop taking private tutoring, there will be a huge break for my education.” After that, some of the PTE teachers came to their home with precautions and the parents of the students did not appear to have any issues with that. Their concern was for their children to continue their private tuition even in the pandemic. However, not all the participants felt that online PTE classes were sufficiently helpful. As Maliha said,

“I used to join online classes through Zoom meeting but it was not that convenient for me to understand the lessons. I think face-to-face teaching and learning cannot be compared with any kind of online platform for education. This is why I asked my teacher to come home after some days of the pandemic.”

Moreover, some of the participants thought that since their schools were closed, they got more time to solve their extra problems, allowing them to also step forward to complete their exam syllabus even sooner, well before their formal academic classes. Thus, the perceived achievement motivation appears to be the drive to finish the exam syllabus, not development of English skills, and this did not change but was rather reflected strongly during the lockdown.

Chapter 5: Discussion

This chapter provides a discussion of the study's findings with the researcher's own analysis of the findings through the previous chapter along with the additional resources from different scholars and articles.

5.1 Psychological and Social Aspects of PTE

Almost every participant had experienced some negative incidents with English learning. This is one of the reasons to have extra tuition only for English as per the response from the participants. They have anxiety and social circumstances in terms of learning English as a language.

5.1.1 *Social and Cultural Barrier*

Though it seems out of the context, social and cultural barriers are quite responsible for speaking any language. In our country, there are some social barriers for students in terms of learning English as a language. For example, in a classroom when someone tries to speak English others will treat him as trying to act smart or tag him as having an attitude. It leads them to stop practising conversation in English regularly. Moreover, when a student has a different accent or tone, people will make fun of it. This increases their anxiety about speaking English. It could be that not only the school but also the family members and society matter in terms of learning English.

This can be a point of pressure on the students to conform to society's standards, leading to PTE. In our country, students do not have the opportunity to practise English at home. My participants also said that they do not speak English at home. Iffat and Afrin (2019) mentioned, "In Bangladesh students often are ridiculed whenever they try to speak English with friends and in public places as some people think those students just try to show off or become ultra-smart" (Pp.38). This is very common nowadays among students. Thus, students have a tendency to laugh at someone if they make any grammatical mistake.

In another article in *The Daily Star*, Moyukh Mahtab (2016) also found out that students are even sometimes bullied and mocked through social media as well. This has become a trend to mock each other in terms of using the English language. In his study, he showed how this social bullying also discourages students to use English voluntarily. This is how social and cultural barriers lower students' confidence, leading to lower English standards overall.

While nowadays, English has become a tool to measure someone's smartness in our society, there is an argument on the opposite side as well. It can also be the case, as Tanveer highlighted, that students are called unsmart or backdated because of not using English. Iffat and Afrin (2019) highlighted in their article in Bangladesh students often are ridiculed whenever they try to speak English with friends and in public places as some people think those students just try to show off or become ultra-smart. Thus, the social and cultural barrier to speaking in English outside the classroom works in both ways detrimentally to English speaking skill development of Bangladeshis.

5.1.2. Difficulties Faced by Students in the English Language

As English is becoming more important day by day, it has also become a difficult subject for students nowadays. Students appear to find English exceptional from other subjects. Most of the participants face different types of difficulties in English, such as the following categories:

i) Poor Vocabulary: Bangla medium students are not fluent enough in English and one of the main reasons is poor vocabulary. From the very beginning of their student life, most of them are not familiar with various English words. So, it has become a challenge for them to use appropriate words while speaking. Regarding this Sharmin kabir (2013) found out when students try to say something in English, they translate each word and then put the words in a structure. It takes time for them to arrange a single sentence while speaking. It makes the Bangla medium students' poor speaker.

ii) Grammatical Errors: Since the participants are from Bangla medium, they do not have a rich vocabulary in English, so ultimately it is common to make grammatical mistakes in both English writing and speaking. As the interviewees claimed, that they cannot arrange the sentence so quickly while speaking. It shows they are weak in grammar also. According to a research by Khanom (2014) analyzed in total 100 scripts of higher secondary level students to identify

common grammatical errors and she found out almost 16 types of grammatical mistakes from students. This shows that students do not get the basic terms of English grammar.

iii) Fluency: Practicing can make someone an expert in the language. According to the participants, they do not use English while communicating with their classmates and eventeacher. According to the interview data, they do not even use English during class. Therefore, the lack of English use decreases their fluency in English. This can be a significant reason why they do not have the proper skill to learn English. Shaiful and Mahani (2021) explored an experiment on students from higher class where they mentioned Students do not use English after their academic class and even in their classroom teacher also do not encourage students to speak English. They explained in their research that students do have hesitation and shyness in using English which make them poor proficiency and fluency in English. This is why, they may have to go for extra speaking course tuition.

iv) Speaking Anxiety: Anxiety is one of the major problems which is responsible for the weakness in speaking English. Most of the participants claim to feel shy, embarrassed, fear while speaking. In terms of Bangla medium students, there is a huge negative impact of anxiety in speaking. According to Krashen's Affective Filter Hypothesis (1985), anxiety is one of the filters which influences the progress of input in second language acquisition. Krashen said that though low anxiety is positive for students, if the level of anxiety is higher it will lead them to negative progression.

In terms of the students of Bangladesh, the negative impact is seen more and it has become a barrier to success in English language learning. Indeed, most of the participants admitted that they feel shy about speaking English in front of a big audience. When the anxiety level is high, students do not want to participate willingly in any activities. So, there are numerous coaching centers and tuition which offer students a comfortable environment not only to help learn English but also to build their confidence, which automatically, according to Krashen, helps in language learning.

5.2 Isn't the National Education Curriculum Enough for Learning English as a Second Language?

5.2.1 Classroom Activities

First of all, it appears that the English classroom environment should be the first issue to sort out. In Bangladesh, most of the Bangla medium students' classrooms do have not an English-friendly environment. Most of the students and also teachers do not use English terms and instead let the conversation go in their native language Bangla. So, it affects the communication skills of the students and they start to hesitate and feel shy to speak in English. Here comes the first barrier for the students in learning English and also it discourages the students to learn English. Thus, the ignorance in speaking English starts in the very medium of instruction of the national curriculum: Bangla.

Afterwards, when students go for higher studies, they struggle in using proper English, and the blame lies on the Bangladeshi environment more so than on them. In this country, students are only directed to follow the textbook and practice exercises. Moreover, students do not communicate in English with their classmates and even the teacher. The classroom has a large number of students which makes it difficult for the instructor to communicate with all the students. Thus, this study confirms Ahmed's (2006) and Chowdhury and Shayla's (2011) findings about large and crammed classrooms and students' affective factors as the main hindrances behind Bangladeshi students' lacking in English proficiency. Therefore, disenchanted with having an overpopulated classroom despite the large size at schools, students try to find their preferable private tutors or coaching centers where they can study in a comfortable environment. This study therefore also confirms the finding that when the national educational curriculum falters, coaching centres become popular (*The Dhaka tribune*, 2017). Hence, the inadequate space at school classrooms has become a major reason behind students' increasing interest in PTE.

5.2.2 Teaching Method in English

As we know, learning a language is not only about achieving good marks but also about gaining all four skills – writing, reading, listening and speaking. However, in our country, most students have the tendency to chase after good marks and grades. They do not focus on developing their English skills or what they need to improve besides that. This causes a concerning gap between learning for knowledge retention and cramming for attaining marks. In the context of Bangla medium students, most students may try to memorize everything from their books and regurgitate them in the exams. This habit will not let them improve their speaking English at all.

In my study, I tried to find out their activities in the English language classrooms. So, this is not only the students' fault but also of the education system at large and untrained English teachers as well. When it comes to the quality of English teachers, the teacher must have the qualities to teach all four language skills. All of the participants from the interviews are from Bangla medium, where they claim they are only instructed to follow the guideline of their syllabus and get good marks only for the exams. According to an article in *The Daily Star*, Shahnawaz (2016) pointed out that, the teachers are not at all trained to teach from these newly designed interactive books. They have been teaching communicative English with their traditional, non-participatory lecture method, with English being taught mostly in Bengali just to enable the students to score well in the exams. He also added that the current examination system in Bangladesh – primary, secondary, and higher secondary level education – has no room to assess the listening and speaking skills of the students. Moreover, the teachers also do not ask them to understand the actual purpose of learning English. The common GTM method is thus still being used in English classrooms as teachers use Bangla in the classroom for better understanding. They just follow the book and focus on reading and writing by memorizing them.

In an article titled “English Language Learning in English and Bengali Medium Schools of Chittagong” by Mohammad Kaosar Ahmed, it is claimed that students of Bangla medium schools do learn English but its effect is never seen. What works in their mind is, they have to learn what the teacher is delivering and the next day they have to showcase the lesson learnt to their teacher. What they are reading, why they are reading English – they are not that curious to know. The subject of English is used as the product for asking questions and giving answers to

the areas taught by teachers. The teachers only encourage them to memorize English questions and answers and also give those texts to translate into English which makes the situation worse. All these lead students to lose their interest to learn the language, and these techniques further degrade their performance (Kaosar, p. 5).

This is exactly what I wanted to point out: most of the students do not know the purpose of language learning. This is one of the reasons they face challenges in learning English. Only memorizing the textbook does not help a student to develop in the four skills of the English language. One of my participants also talked about trying to memorize before his English exam. The class activities are not taken in a proper method. As he claimed, their teacher tried to explain the content in Bangla by translating it from English. This is how speaking and listening skills in English are being ignored in class.

Moreover, the teaching method is sometimes applied inaccurately in class. It appears that at a Bangla medium school, the teacher uses only the GTM, and there is no Task-Based Language Teaching (TBLT) or Project Based language Teaching (PBLT) seen at all. In this regard, Salahuddin, Khan and Rahman's (2013) study in their article has found that English teachers are strongly dependent on GTM when taking classes, and they do not have enough resources to teach English speaking. *EFT* is the one and only material they use in teaching English. Teachers are solely dependent on this. However, the question remains as to how resourceful the book is to be solely dependent. Moreover, Umme Sharmin Kabir (2014) also supported this point by highlighting this issue in her paper. For example, she said that the education system did not focus on the spoken skill in testing and evaluation. In their opinion, it was one of the major and biggest reasons for avoiding spoken skills from the English syllabuses and as well as from classes. The *EFT* books though had enough scopes to practise spoken English, but due to the negligence in evaluation, both the teachers and students avoided them (Kabir, 2014). Thus, a comprehensive and communicative material itself cannot change the unfortunate scenario of English leaning in Bangladesh, as the root of the problem lies deep in the area of high-stakes exams.

5.3 The Ultimate Result of Having PTE

From the previous section, it is clear that students are not receiving proper guidelines for English language classes, leading to PTE. Now that it is clear that PTE is a heavy influence, it remains to be discussed how effective PTE is in Bangladesh. Thus, this section discusses the impact of having shadow education in Bangladeshi from different aspects.

5.3.1 Are Students Getting the Same Teaching Method and the Environment in PTE Like Academic Classes?

As per the research and interviews, I couldn't find any major differences in terms of the teaching method and environment for learning English. In the coaching centers and group tuition, students go there only to solve problems that might not be solved at school. There appear to be no other extra activities, projects, or tasks in private tuition at all. Most of the tutors try to use extra practice books, sheets and more questions papers to solve some extra lessons. It seems that there is a race between the private tutors and the academic syllabus to complete the lessons before exams. According to the interview findings, some of my participants mentioned that their private tutors have their own tricks to have students memorize easily, and the students selectively study by only trying to solve new examples from their suggested book.

Furthermore, most of the private tutors are university students, so as per the participants' responses they feel comfortable with their tutors as they are from their generation. It seems these tutors are not experienced enough to teach English as a language, even if they are following the same teaching method by which the academic school classes are being taken. Additionally, students claimed that sometimes their private tutors gossip a lot while teaching, which makes them a friendlier environment. According to Hamid's (2009) article, teachers from academic institutions and non-teachers also make a group of students with 5-10 students, or in large groups (20 or more students) to provide private teaching on particular subjects. He also added that the place of their teaching is mostly either the tutor's home or the students'. Thus, this study shows that students feel more comfortably in small tuition classes, where they are able to express their queries more conveniently, something they cannot do at school.

5.3.2 Mental and Physical Stress of Having Extra Tuition

Students are having extra tuition for their progress but resultantly it may have both mental and physical detriments. From the interaction with the participants through the

interviews, it is being seen that in some cases, students are prompted to spend all of their hours in school academic classes and coaching centres or private tuition. From the interviews, participants stated that they usually become exhausted after school, and perceive the subsequent again back-to-back coaching classes to drain a lot of energy. Generally, after the hectic schedule, they cannot study at home on their own. Ahmed (2008) took some interviews for a newspaper article where most of the students and parents claimed that after all the school and tuition classes, the teachers' batches of students do not get enough time and energy to study at home. They also added that the private tutors do not give proper attention to the students sometimes because of the large number of students in one class. It seems that nowadays these private coaching centers are also crowded as normal academic classes, and thus the question remains as to whether PTE is in fact providing more care for education or hampering it indirectly.

Moreover, some students focus more on their private tuition's exams rather than school exams for some specific reasons. In fact, the coaching centers may take daily quizzes, weekly tests, and also some monthly model tests. Test-taking has also become a race among students. PTE teachers may also offer some gifts to the students who get the highest marks in class. It sometimes shows discrimination towards the students who are weak in class. Therefore, instead of learning the actual purpose of the lessons, students' tendency is to get the highest marks in exams. Through the interviews, the participants claimed that it also put mental pressure sometimes as they have to attend every exam and have to finish every task each day. If they cannot attend or get low marks, the private tutors send messages or complains to their parents. Undoubtedly, this pressure can lower students' confidence and spike affective factors that inhibit learning.

5.4 The Commercial Site of Private Tuition and Government's Steps in Bangladesh

The shadow education institution has become a big business in Bangladesh nowadays. It is not only about teaching and learning with extra care but also about spending a good amount of money. This section shows the financial state of PTE, corruption, and also the government's contribution to PTE in Bangladesh.

5.4.1 The Financial Scam of Private Tuition

As it has already been mentioned, private tuition has taken a big place in the education system in Bangladesh; it has become a commercial giant. There is no crime to have a fair amount of fees for extra tuition. However, when people take this only for business purposes and do not think about the teaching quality, issues come to the surface. According to a newspaper report, there are approximately 1 lakh coaching centres in Bangladesh. The number of PT centres is increasing day by day but the education quality is not even acknowledged at all. Most of these have been started on a commercial basis. There are no boundaries or rules for taking tuition fees from the students which should be followed by the coaching centres association in our country. Instead, these institutions are taking fees as their own demand.

The number of students is increasing as they do not have any choice but to take another way for extra tuition. Some institutions are taking advantage of this situation where students are trying to find some extra care for PTE. As an example, in a newspaper article, Joynul (2017) mentioned that parents have to pay more for private tuition than for academic classes, and also sometimes the coaching centres demand more fees but when it comes to education quality, it is not worth it compared to the high fees. This situation is more difficult for most middle-class families in Bangladesh. The costs of different tuition, schools and other expenses put pressure on the parents financially. They also do not have any other options for their students to do better in exams as the education system is based on exams.

Unfortunately, teachers from different schools are also involved in extra tuition with a group of students. In every batch, they have around 50-60 students in only one batch where everyone is paying a good amount for the tuition. For this tradition of group tuition, teachers focus more on this and the quality of school lessons is falling apart, despite the same PTE teachers teaching at school as well. According to Nawaz's (2018) statistical report on shadow education, about 30% of the cost of education goes to only private tuition and coaching centres in Bangladesh. Whereas, according to the same report, a father's monthly income is 65,000 BDT, 20% of his income is spent on his son's private tutors and coaching centre fees. This has become very deplorable for the families who do not have the ability to bear the expenses for the supposed supplemental aid in studies.

5.4.2 Governments' Steps on Private Tuition

Though the private tuition tradition is out of the context of government, this part of education is spreading widely, and so the government may desire to take some necessities to control the situation. It has been seen that many private tuition academies are involved with corruption in Bangladesh. The governments' exam-based curriculum compels the students to go for extra tuition for better marks. According to Sharier's (2016) newspaper article, most of the teachers from schools are not much qualified nowadays, especially in English, so the government should look into this matter. He also mentioned in the article that though the education ministry forbids school teachers from having extra tuition, it is not being maintained at all. This tradition distracts both students and teachers to give proper attention in the academic classes. Moreover, it makes the teachers biased toward the students who are from his tuition. From the interviews, it is also seen that participants claimed that students receive more facilities if they are enrolled with the school teacher's tuition centre, and they do not share the extra notes with anyone. This is how there is discrimination in the classroom toward students. Granted, the government drafted a new law that will ban with the probation of hefty fines up to taka 2 lakh along with 6 months jail for the guilty teachers.

In addition, different types of private tuition academies are using billboards, banners, renting lands for venues, leaflets, posters, and so on illegally. This became a tuition fair each year in different cities. Students may become confused about where they should go for extra academic aid. In this regard, the government revoked some coaching centres' licenses ("Six coaching centres' licenses revoked," 2017). As per the participants' opinions, they search for the tuition academy which is more popular in their area and among the students. It creates chaos each year. Moreover, the government decided to close all the coaching centres before any kind of board exam to stop the question leak problem every year (Staff correspondent, 2019). Though the Government is trying its best to control the situation of shadow education in Bangladesh, neither students nor parents maintain the rules and again they are following the same tradition which is not improving students' education quality at all.

Chapter 6: Limitations

It has taken almost two and a half months to conduct all the interviews with students. As the study has been conducted during this pandemic situation, it was not possible to take all the interviews face to face. Moreover, most of the schools and private tuition academies were closed at that time, so it was not possible for me to contact the participants easily. I had to seek eligible participants from mutual friends and relatives through a snowball sampling process. After that, I also wanted to take interviews with some teachers and contacted them but they were not interested to talk about this matter openly, with the claim that this study has too many issues and arguments. For their hesitation, I had to cancel the interviews with teachers, which unfortunately resulted in a lack of triangulated data source of the study. Another data collection source I planned on involved going on a field visit for a class observation of a school and a private tuition academy, but during this COVID-19 pandemic – particularly, the Omicron variant upsurge – all of the institutions refused permission for this venture. Therefore, I was forced to stick to only the students' interviews through different online platforms, where I had to arrange different schedules according to the participants' convenience. I made the students comfortable with their participation and ensured that during and after the study, they will not face any kind of problems with their opinions, for they will be anonymous. Also, some of the students were not comfortable partaking in the interviews in English, so I had to speak in Bangla with them, which I then translated for data transcription.

Chapter 7: Conclusion

The importance of English speaking is increasing day by day in many fields. Since the study is about the effectiveness – or, rather, the lack thereof – of shadow education, the issue needs to be solved. The number of students from Bangladesh who face challenges and have weaknesses in English is huge. Not to mention, this has a negative impact on students' every step of higher education and also in job life. This is one of the main reasons to resort to PTE. Though students go for the betterment of their English, they end up with the same environment and teaching method in PTE.

Of course, it is not suggested that all private tuition centres should be closed; rather, the education system needs to be called out for its flaws, and steps should be taken to curb them. If we can find out the reasons behind the flaws, the education system can take proper steps to resolve itself. According to this study's findings, the structure of the teaching and learning method do not encourage the students to increase their practice in English properly. Students from Bangla medium seem to always be judged that they cannot use English properly.

However, it should be possible to make changes. The social taboo should be erased to avoid the socio-psychological aspects for the students. Even the whole education curriculum in the English classroom should be changed for the Bangla medium students. While it has been shifted in theory, in practice the teaching method should shift from GTM to Communicative Language Teaching (CLT) and also TBLT or PBLT. This will help the students to communicate with each other in English. In a group project, students will not hesitate where everyone has to participate. It will decrease their language anxiety in front of the audience. If the academic curriculum follows this method, students might not have more pressure of extra tuition. Moreover, the private tuition academies can also follow the same procedure to maintain the proper ways to approach English language teaching. In these ways, PTE in Bangladesh can reduce the negative sides of its curriculum and students can truly have a better option – better than the national curriculum which is stuck to traditional language teaching methodologies – to choose.

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Appendix: Interview Questions

1. Could you please say something about yourself and your educational background?
2. Tell me something about your English classes. Do you have any kind of weakness in English?
3. Do you have a private tutor or do you go to any coaching center only for English?
4. If so, in your opinion, why do you have to take extra tuition for English?
5. How is your English classroom environment at your school? Tell me about the regular class activities?
6. Do your private tutor/coaching instructors follow the same activities as you said about your school classroom?
7. Do you think your private tutor is really helpful to you in developing the four English skills (Reading, Writing, Speaking, and Listening)?
8. Tell me your any kind of good or bad experience about the classroom/ exam environment/ tutor-students bond with your private teacher/ coaching instructor?
9. What is the contribution of your parents regarding your private tutors/ coaching centers for English? / Do your parents push you to have extra classes or private tutors regarding English?
10. After all of your daily classes and coaching classes, do you get enough time or physical energy to study by yourself?
11. Have you been ever bullied by your private tutors/coaching canters instructors?
12. Do your school teachers and private tutors follow the same book to complete the syllabus?
13. In which part does your private tutor focus on English?

14. Has this COVID-19 situation affected your private tuition?