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Faculty of Letters and Languages
Department of English

Researching the Differences between Private and Public schools:
The Case of 4th Year Middle School English Teaching.

Dissertation submitted to the Department of English as a Partial Fulfilment of the Requirements for the Degree of Master in Language Studies

PRESENTED BY :   **SUPERVISED BY :**

 Ms. TORCHAOUI Nacera   Dr. DJEBBARI Zakia

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Dedication

This dissertation is dedicated to:

My self

My father for his encouragement and support

My mother the light of my eyes

My sisters Maazouza and Mariam and Asma

My brothers Yahia and Mohamed

My husband

My cousin Rawnak

My friends Sarra , Cheima, Zahira

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*Foremost thanks to **ALLAH** the most high for blessing and helping me in realizing this achievement.*

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Abstract

The present research work aims at comparing and examining the differences and similarities between private and public schools. The real basis of this work is to provide information about private and public middle schools for the purpose of helping the readers to differentiate between the two schools. More than that, this work will further help the readers and researchers to understand the benefits of using either of them. To reach this end, a comparative case study was conducted in two different types of school, relying on a number of sources and research instruments for data collection. A questionnaire to learners, a classroom observation and an interview with teachers were used in both settings. The data collection by means of these research instruments were analysed quantitatively and qualitatively. The research findings and conclusions show that there is a gap between quality education in private and public schools. Finally, the researcher provides some solution and suggestions for further research.

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List of Acronymes

- ✓ CBA: Competency Based Approach.
- ✓ ELT: English Language Teaching.
- ✓ EFL: English as a Foreign Language.
- ✓ TEFL: Teaching English as a Foreign Language.
- ✓ CBA: Competency Based   Approach.
- ✓ GTM: Grammar Translation Method.
- ✓ DM: Directed Method.

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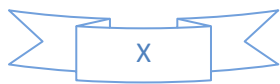
General Introduction

General Introduction

School is an experiment shared by most people, but each individual's experience with school is very different. Many people assume that the biggest willpower of an individuals' achievement in life starts from choosing the accurate school.In view of the fact that the school environment may have a negative or positive impact onpupils success; and if the school does not meet students' needs; the grades maysuffer. This is why many parents take school choice very seriously trying to determine the best environment for their child.In recent times, this problem has been highlighted and parents are starting to become more concerned in the way their child experience school. In most cases, a parent choice is between private and public schools that have been constantly in competition. In this regard, the research work attempts to make a comparison between two different types of schools in Algeria, trying to determine similarities and differences that can be found between private and public schools.In this regard, the main objectives of this research are to:

❖ Discoverthe best school environment for learners,

❖ Help readersand researchersunderstand the benefits of using either of them.

To investigate this, the researcher attempts to answer the following research questions:

❖ What might be the significant differences in teaching English in private and public schools?

❖ Which similarities may exist between private and public schools?

❖ How do teachers professionally differ in both sectors?

The above mentioned questions led to formulate three hypotheses:

❖ Private and public teaching modes may express different teaching program and class size.

❖ Private and public schoolsseem to make use of similar textbooks, and teaching objectives.

❖ Teachers of private school would probably express a higher motivation than those exercising inthe public sector.

In fact, the aspiration to achieve the previous set objectives drives theinvestigator to design a comparative case study research dealing with fourth year middle private and public schools learners.

To determine the ambition of this investigation, the present work is divided into three connected chapters. The first one reviews the literature on different related areas with reference to the context of education in two unlike schools, highlighting on the main similarities and differences. Furthermore, it seeks to draw a clear understanding of the quality of teaching in both settings. Subsequently, it examines the main advantages and disadvantages of private and public schools.

The second chapter provides a description of the research design and methodology as well as the research instruments employed in this investigation. In addition to this, the third chapter presents the analysis and interpretation of the data collected. Yet, this chapter seeks to answer the research questions by confirming or disconfirming the research hypotheses, and then concludes with some suggestions and recommendations.

Chapter One

Table of Content

1.1. Introduction

Since the English language turns out to be a worldwide language, many researchers try to study and look at the methods and techniques that may serve English language teaching successfully. Teaching may differ from private school to public school. Hence, the aim of this chapter is to review literature about related terms concerning the context of education in different schools, shedding light on the main differences and similarities. It also attempts to describe the quality of teaching in both sectors, examining at the same time its main advantages and disadvantages.

1.2. Language Education

Not all people can state a precise definition of education. However, they might know about what education is in general. Lexically, education is a fundamental part in the process of raising children and preparing them for real life struggles, they learn how to think and invest their energies to create a flourishing future. Automatically, this small success of each generation leads to a bigger and wider success of a whole community, as it brings positive changes in the life of people, and makes them capable of practicing new interesting things that give a hand in improving human living conditions and standards .Noteworthy, there are several aspects of education that might be improved; people must have a general knowledge about what is going to be taught before entering elementary school for the sake of learning, acquiring, practicing what is necessary by using a means of communication (language).Thus, language education seems to be one of the most interesting subjects of schools because without a language nothing is going to be reached.

It should be noted that, language education not only contributes to students' career but also helps them to develop the individual learner and take on a new and more invigorating view of the world. Students may start to

understand the world better thanks to their knowledge of speakers of another language.

1.3. Education Sectors

Throughout history, good education was undeniably an indispensible motive and conditions in the purpose of creating promising intellectual and successful future generations. As what has been stated previously, education is to teach children how to think intensively and critically. For these educational goals to be reached, there were many teaching ways and experiments throughout the years, some of them failed and vanished and others resisted the changes of time and even evolved adapting to that change. The best known example is the school; it is the   most common educational ground around the world. It is first and foremost a place to learn and improve chances of success in learners' careers and lives as a whole.

Most considerably, there are two types of schools namely private and public schools. Although, there is a great difference between the two varieties, they could meet in certain common points.

1.3.1. Private and Public Schools

Many people suppose that the main strength of will of an individual accomplishment in life initiates from choosing the accurate school. In view of this fact, the school environment may have a depressing or encouraging impact on a pupil's success, and if the school does not meet students' needs, grades will suffer this is why many parents prefer to take school choice very seriously trying to determine the best environment for their child .In recent times, the problem has become highlighted; parents are starting to become more involved in the way their child experience school, in most cases parents' choice is between public and private schools.

As for private school *«It is a school which is not supported financially by the government and which parents have to pay for their children to go to."* Collins English dictionary. That is to say private school is supported entirely by private contributions; it is neither funded nor administrated by the government. Yet, private school means different things in different countries. This study used the description outlined in the national education commission (1992) report, which says that private schools are the ones that do not receive regular financial support from the government policies and procedures .They are allowed to collect tuition and fees from the students as set forth by the school management countries they must follow the national curriculum required by the government.

Concerning public schools, they are mandated for or offered to all children without charge where everybody has the right to get the benefit of nongovernment education. Free schools are supported and controlled by the local state or national government. This is a result of being wholly or partly funded by taxation. Hence, since public schools are controlled by the government, the curriculum is decided at state on national levels.

1.4. Major Differences between Private and Public Schools

From what has been mentioned in the definitions above one can guess that there might be a big difference between private and public school. Concerning private school, it is supported financially by nongovernment agency; also it generates its own funding from students' tuition. It may be assumed to be very expensive and consequently increases the gap between rich and poor students. Moreover, it offers smaller classroom size, so that learners receive more individual attention from teachers. On the other hand, public school is a school that derives its support, in whole or in part, from money that is raised by a general state, country, or district tax.(Kyle, 2005), i.e., financially supported and organized by the government authority and local representative.

Furthermore, in public schools, teachers are always given a syllabus and textbooks to follow. While, in private schools teachers might apply their own way of teaching and assessing. Lessons in private schools always aim at enabling pupils to learn more practical elements of the language and to practice listening and speaking.

1.4.1. Private School and Public School: Curriculum

Curriculum is the academic system that imparts knowledge and skills to learner in a school environment. More particularly curriculum refers to what is written to taught and what is tested at different student levels. Schubert, (2003) defines curriculum as the contents of a subject standards and responsibilities to be obtained deliberate activities the specified mastering outcomes and reports made of culture and an 'agenda' to reform society.

Curriculum is roughly always defined with the relation to schooling and plays a vital goal in enhancing the quality of education. Basically, the curriculum describes "why, when, what, where, how and with whom to be trained. Public schools, for instance, offer a general program designed for all; i.e., all public schools follow the same curriculum. This usually includes math, English, reading, writing, science, history and physical education. In addition, many public schools offer programs in music, art, languages. Besides, what students learn is decided by the state. In most states, learning is measured through standardized tests (Clayton, 2005). Furthermore, Private schools have the adaptability to form specialized programs for students. For instance, they may utilize art or science in all classes, or take children on outdoor journeys. Most considerably, private schools can create their own curriculum, assessment and systems.

1.4.2. Class Size in Private and Public Schools

Class size is one of the major differences between private and public schools. Typically , a big part of the educational atmosphere depends on the size which refers to the range of pupils' population .Characteristically, private schools have both smaller classroom sizes and a smaller pupils .They could comprise as many as (12-18) pupils in class. Nonetheless, public schools tend to have more learners and have a large class size. They could be as large as (30-35) pupils in course group.

There are many assumptions about how size effects education .The most common one is that a smaller school leads to smaller classes and more individualized instruction that means when the school is smaller the instruction might be more personal and specific to the learners. Other assumptions recognize the benefits of a bigger school; larger school may have the extra recourses to offer more opportunities for students, when there are more students there are more teachers to meet students' needs and to offer more classes (Loura B. koenig et al, 2015)

According to the National Center for Education statistics, private schools tend to be half as large as public school. Many experts feel that children are less likely to get lost in the shuffle if they attend a smaller school which naturally nurtures a sense of community and belonging .In addition, the teacher student ratio in private school tend to be more favorable says the national association for independent school (Clayton, 2005).

One more consideration about size is that the conception of out of control increases in free schools .For instance, in 2005, 37% of pupils school had portable temporary classroom building (Snyder, 2008).The congestion of school has the possibility to unfavorably have an effect on performance in the classroom. Pupils get distracted by the amount of students in the room of the unfavorable condition of the classroom. Meanwhile, private schools are able to refuse students preventing excess numbers. For that, parents desire to

return up to a choice if their child might be able to be taught in overloaded classroom .If not, a private school option might be better.

1.4.3. Teaching Quality in Private and Public Schools

The classroom teachers play a vital role in the academic even social success of student; they are supposed to be the guider, the controller, and the trainer. In non government schools, the teacher is the only responsible in creating the school's community; structures and organizes the school and directs the learners to succeed. Therefore, "*private schools are generally very selective about who they place in front of their students''* Nicholas (2010:77). In many cases, students who attended private schools want to come back to teach there; private schools are probably more likely to take into service people who graduated from the school. However, it is not the case in public schools.

1.4.4. Discipline and Safety in Private and Public Schools

Discipline is handled in a different way in public vs. private schools. Discipline in government sector is a little bit complicated because pupils are governed by due process and constitutional right. Meanwhile, private school learners are directed by the agreement which they and their parents sign with the schools. It is clearly spelled out consequences for what the school considers unacceptable behavior (Schguensky, 2009).

According to Clayton (2005), private school is generally a safe place, accesses to campuses and building is carefully monitored and controlled because it usually has fewer students than public school, it is easier to supervise and manage the school population. Though, students of public school receive less individual attention as compared to private school since most government schools are twice the size of private school.

1.5. Advantages and Disadvantages of Private and Public Schools

It is vital to discuss the advantages and disadvantages when comparing the two types of school (private and public schools). There are many advantages for students who choose to study in private school .One of the benefits is that most of private schools have smaller classroom sizes that allow learners to gain more individual attention from teachers i.e. Smaller classes allow the teachers to know the students more and to make everyone contributing with the lesson, also the teacher feels less pressure when he marks the test because he gets less paper to mark, as it gets better punctuality (Holetzky, 2003). Therefore, parents pay for their children to attend private schools and offer superior and advanced academic supplementary and extra programs. This is why most of private schools get an advantage with the technology that they use. Private schools are known by their better educational level particularly with their English language to make pupils ready for university to interact as it should be with diverse people. Nevertheless, it is noticeable that the nongovernment school provides more services than the public school, for that, many private schools are exceedingly costly. So the expensiveness in a private school might be one of its weakness points. In addition, some of private schools have sets of conditions for pupils who attend their school which would increase the inequality between learners as long as private school has the ability either to accept or to refuse learners each year (Franklin,2017)

Apart from what has been stated, there are several advantages of government school. One advantage is that public school is free from any charge where everyone can benefit from education. It employs teachers who are highly qualified. Conversely, public schools' disadvantages might be as follow: higher students to teachers ration compared to private sector, where classes seem to be larger and crowded. Finally behavioral problems can be obviously observed in government school.

The table bellow summarizes the advantages and disadvantages of both private and public schools:

Advantages and disadvantages of private schools	Advantages and disadvantages of public school
There are several benefits and drawbacks that parents should consider before registering their children private schooling. One of the pros is that nongovernment sectors have a smaller classroom sizes that allow that allow learners to gain additional individual concentration and attention from teachers as they are safe environment ;providing with high achievement .Most significantly, parents pay money to enroll their children this must present a superior academic and extra-programs. On the other hand, some of the advantages are private school are very expensive and do not conform strictly to the rules and regulation of education.	Just as what have been stated in private schools .public ones also have many advantages and disadvantages. One of the pros is that government schools are free and there is more diversity. However, the classrooms are larger this signifies that there are more students and less attention to the teachers. In public schools violence rates is generally higher than in private schools.

Table 1.1 Pros and Cons of Private and Public Schools (Adopted from Doris Bou Abdou, 2010)

1.6. Conclusion

This chapter was devoted to the literature review on private and public schools and its related topic areas for this study. It attempted to figure out the most important differences between the two types of schools. It also tried to describe the quality of teaching in both sectors. It examined at the same time their main advantages and disadvantages.

Chapter Two

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2 .1 .Introduction

The present chapter is the practical part of this work. It shows the necessity and the role of the English language in the whole world in general, and the ELT situation in Algeria in particular. The researcher discusses the research design and methodology, research approach and also presents the research instruments used along this investigation. Data will be collected from different sources through the use of a set of procedures including a structured interview with teachers and questionnaire with middle schools' pupils (4th year learners).

2.2. ELT Situation in Algeria

Nowadays, the necessity to learn new languages is more and more recognized, as the world turns out to be a small village. Taking into account the position and the role of English in this ever shrinking global community is becoming increasingly important; English is primary the language of New Media (e.g. Satellite TV, and Internet). It is spoken by about 1, 5 billion people and is the language of international communication in business, diplomacy, technology, sports, travel and entertainment (Tiersky: 2001). Therefore, the emphasis on teaching English is becoming a vital part of education all over.

The Algerian educational system has adopted the necessity of improving Teaching English as a Foreign Language (TEFL). English is taught first in Algeria in the elementary (middle) public even private school. Algerian pupils are taught English seven years before university. In fact, in order to improve the learners' level, Algeria has adopted different teaching approaches, moving from the Grammar Translation Method in 1960's which gives much important to the language properties in an overt way in, to the Direct Method and the Audio Lingual Method. However, in

2003 the Competency Based Approach was adopted in schools. It particularly focuses on the notion of competency and gives much importance to communication.

Most importantly, the researcher has conducted the case study in two different types of school. A.BOUABDALLAH s' Private middle school is located in rue Sidi Said –Diar Essaboun (Tlemcen-Algeria) This middle school comprises only four classes for each level; from 1st year to 4th year. Each class includes 10 or 12 learners. The second school is MOULAY Cherif Driss' public middle school is located in Pasteur in Tlemcen city. In this school there are 8 classes; two classes in each level and each group includes about 30 pupils. Noteworthy, as all the Algerian schools, those middle schools also adopted the Competency Based Approach (CBA.)

2.3. Research Design

The basic step after establishing the research problem is preparing the design of the research project which is commonly recognized as the research design. A research design is a procedural plan which is adopted by the researcher in order to be as objectively and accurate as possible in answering the research questions. *"A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure."*Selltiz et al(2012:110).In fact, research design is the conceptual structure within which research is conducted it means it constitutes the blueprint for the collection, measurement and analysis of data.

Thus, the comparative case study is undertaken over time and emphasizes comparison within and across contexts, it involves the analysis and synthesis of the similarities, differences and patterns across two or more cases that share a common focus or goal. Comparative case study is particularly useful for understanding and explaining how context influences

the success of an intervention and how better to tailor the intervention to the specific context to achieve intended outcomes. (Goodrick,2014). In the present study, the researcher adapts a comparative study to investigate the nature of the similarities and differences between private and public schools.

2.4. Research Approaches

In this work, the researcher mixed between quantitative and qualitative approaches for the sake of giving strength and valid data in the process of this study. Consequently, it is vital to shed light on the two approaches.

2.4.1. Qualitative Approach

Qualitative research approach is well thought out to be particularly suitable for gaining an in-depth understanding of underlying reasons and motivations. It means that qualitative methods focus on the informant's perspective and opinions. In fact, qualitative research is harder, more time-consuming and more demanding and stressful. Denzine& Lincoln,(2005:03)describe qualitative research as a study which

> ..Involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.

That is to say, qualitative approach is related to the human problems and the data is gathered from the real world setting, and analyzed inductively which enable and allow the researcher to collect reliable and flexible data to help better understanding of the topic; principally to figure out the differences existing between private and public schools.

2.4.2. Quantitative Approach

Not like the qualitative research, the central purpose of quantitative research is the quantification of data. In this line of thought, Creswell (1994:13)describes the quantitative research as the kind of study that is: "*explaining phenomena by collecting data that are analysed mathematically based methods (in particular statistics*) " It takes for granted a fixed and measurable reality and is concerned with finding out facts about social phenomena. In a similar context, Best & Khan (1998:89-90)states that "*quantitative research consists of those studies in which the data concerned can be analyzed in terms of numbers.*" This means that data are in the shape of statistic. Qualitative and quantitative researches are appeared to be dissimilar in terms of functions and objectives. So, this table shows the significant differences between the quantitative and qualitative approaches.

Approach	Quantitative	Qualitative
General framework	*seeks to confirm hypotheses about phenomena. *instruments used more rigid style of eliciting and categorizing responses to questions. *use highly structured methods such as questionnaires, structured observation.	*seeks to explore phenomena. *instruments used more flexible, interactive style of eliciting and categorizing responses to questions. *used semi-structured methods such us in-depth interviews, focus groups and participants' observation.

Objective Analytical	*To quantify variation. *to predict casual relationships. *to express characteristics of a population.	*to describe and explain relationships to express individual experiences. *to describe group norms.
Question Format	*Close-ended	*Open-ended
Data Format	*Numerical (obtained by assigning numerical values to reply)	*Textual (obtained from videotapes and field notes)
Flexibility in study design	*Studies design is stable till the end. *studies design is subject to statistical conditions.	Some aspects of the study are flexible like the addition, exclusion or wording of particular interviews' questions. Data collection and research questions are accustomed according to what is well read.

Table: 2.1.Comparison between Qualitative and Quantitative Methods(Adopted from Mack, et.al. 2005:3)

Even though, each technique is vital and necessary and can be used one by one, many researchers use both quantitative and qualitative data attempting to bridge their distinctions in a way that serve to gain additional and more valuable data. Consequently, when comparing between two different schools, both quantitative and qualitative approaches are being used to strengthen the validity of the findings.

2.5. Data Collection Procedure

Data collection is a systematic approach to collect and measure information about the matters of study without neglecting the setting where they take place. The overall aim of data collection is to collect data from different sources, and it permits the researcher to respond on relevant questions, evaluates results also expect and predict probabilities about future. There are numerous data methods might be utilized like: interviewing, observing, and administering questionnaires etc…

As far as this work is concerned, two research instruments were used: a questionnaire with fourth- year pupils in middle private and public schools, and an interview with EFL teachers from different schools.

2.5.1. Participants' Profiles

The present research selected the informants randomly from two dissimilar middle schools: A private middle school which is situated in Tlemcen precisely in Kbassa (the school of BouAbdAllah). Then, the public school is in the same city in Bouhannak (Cherif Moulay Driss.)

In this study, the researcher used a sample of thirty pupils from one class in the public school. However, only 10 pupils were from a class in the private one. Their ages were between (14 to18) they were mixed of gender (male and female) and they were studying English for (4 to 6)years. Basically, they were supposed to answer some questions about their opinions about schools.

In addition to that, 6 EFL teachers (male and female) are selected to make an interview with them about the matter to enrich this research; those teachers are from different middle schools in Tlemcen, they have diverse degrees (license, master and magister.) The tutors are teaching English from (10 to 23).

2.6. Research Instruments

Concerning this research, the instruments were chosen to collect valid data that helped in answering the research questions and testing the hypotheses are: A semi- structured interview was conducted with teachers and a questionnaire with pupils in two different middle schools (private and public schools) and classroom observation.The subsequent part describes each research instruments, its purposes and why it was used in this work.

2.6.1. Learners' Questionnaire

Among the ordinary research instruments that can be utilized in collecting valid data is the questionnaire, it can be simply defined as the act of asking a set of printed questions designed for a particular sample or population to get practical even useful information about a certain topic. Questionnaire is considered according De Marco (2005:244) as:

> *The most useful tool used to evaluate the quantitative dimension of a behavior an opinion, an expectation. The same questions is asked to all respondents and its ''conversion'' in number offers good possibilities for statistics elaboration that is the reason why the questionnaire is both a measuring instrument and a means of communication.*

In the present work, multiple choice questions were used so as to allow the respondents to choose more than a single answer. The objectives of the questions asked are explained in the following tables.

Rubric One: Learners Gender and Age:

The first two questions was addressed to 4th year middle school pupils in public school, it intended to identify their gender and age because those latters was prominent factors for the researcher to recognize who are more interested to be in private school male or female. An interesting detail was detected while examining these questions particularly of gender is that male attend private school more than female due to more than a few reasons that will be stated later on.

Rubric Two: pupils' opinion about Schools:

Questions' number	Objectives
Rubric Two	Aims to figure out the pupils' opinion about schools.
	Q-1: the aim of this question is to find the reasons behind shifting from public to private school.
	Q-2: the researcher intents to detect if the private school provide the learners with all the requirements or not.
	Q-3:the purpose of this question is to determine the best school for the pupils.
	Q-4: the aim of this question is to show that private and public schools might be different from each other.
	Q-5&A: the researcher intents to know if the child involves in the state of choosing the appropriate school or it is just the parents' choice.
	Q-6: the aim of this question is to discover which school environment is better planned for the learning process.
	Q-8: The researcher seeks to know if the class size may effect on the students in the leaning process or not.

Table: 2.2.Learners' Questionnaire Objectives

It is worth explaining that the same questions' objectives were administrated to the learners of public school; the researcher intended to figure out the opinion of pupils about the best school environment.

2.6.2. Teachers' Interview

Another instrument is used in collecting data in the present work is the interview. It is simply the act of communicating and interacting with the interviewee to obtain relevant information about a giving topic. The interview is described by Cannell and Kahn as (cited in Cohen et al.,2000:269)*"a two person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanation''*

There are three types of interview as classified by Nunan, (1992:149) from unstructured, semi structured and structured in accordance with the degree of formality of relationships between interviewer and the interviewee. The following table explains the main differences between the three types .

- a verbly administrated questionnaire this type allows the interview to be quickly administrated Gill et al., (2008)

  structerd interview

- "a conversation with a purpose" Legard et al., (2003:139) it allows the researcher to collect in- depth information as it is a shared experience in which the interviewee and the researcher come together to create a context Morse & Corbin (2003)

  unstructured interview

- an interview that has several key questions which helped the works to be explored it provides flexibility to persue an idea with more detail. Gill et al., (2008)

  semi-structured interview

Table: 2.3.Types of Interview

Basically, the researcher here used structured interview, i.e., questions were organized and well-designed in advance. The objectives of each question are explained in the following tables:

Rubric One: Teachers' Profile

Question 1: Haw many years have you been teaching English?

Private School		Public School	
Teacher One	**Teacher Two**	**Teacher One**	**Teacher two**
26	**23**	**10**	**16**

Table 2.4. teachers' experience

This table reveals that each teacher had adequate years of experience. Yet private school teachers' were more experienced than that one of public school. They declared that they had finished their work in public school than moving to teach in private one for an extra hours.

Rubric Two: Teachers' Opinion about Schools

Questions	Objectives
Q1	The aim of this question is to know the similarities and differences between private and public schools.
Q2	It aims to know which schools' environment can be better for the English learners.
Q3	It attempts to discover if the learners' level is comparable or not.
Q4	It aims to know how the government school is supervised in contrast with private school.
Q5	It aims to know if there is a common curriculum in private and public schools or not.
Q6-7	The questions are asked about the use of textbooks and other

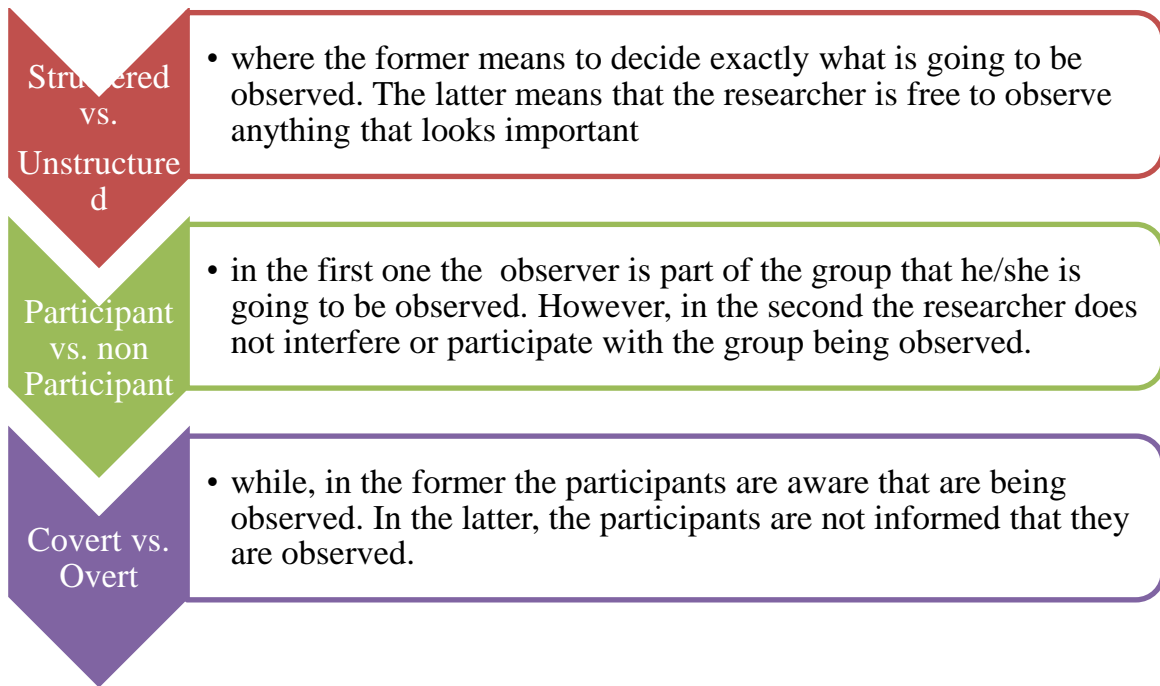|	
	materials. To know who is more familiar with technology.
Q8	The aim of this question is to know the ways in what teachers of private school differ from those in public one.

Table: 2.5.The Objectives of Teachers' Interview

2.6.3. Classroom Observation

Classroom observation is an instrument implemented in different disciplines to help the researcher to measure data by using the five senses."*Observational data are attractive as they afford the researcher the opportunity to gather 'live' data from 'live' situations the researcher is giving the opportunity to look at what is taking place in situ rather than at second hand*" (Patton qtd in Cohen et.el. 2005:305). Indeed, the observation is a hard task because the researcher has to be careful and vigilant in the way of constructing data for the purpose of giving obvious vision about the sample s' actions and deeds in their educational setting. In this sense, Mouhadjer(2010:77)states:

> *Field observation is a data collection instrument employed by qualitative researchers, whose main objective of any research is to try and understand the true perspective of the subject being studied. It allows the researcher to access the subject and record what they observe in an unobtrusive manner.*

However, there are different types of observational methods are explained in the subsequent table:

Structured vs. Unstructured	• where the former means to decide exactly what is going to be observed. The latter means that the researcher is free to observe anything that looks important
Participant vs. non Participant	• in the first one the observer is part of the group that he/she is going to be observed. However, in the second the researcher does not interfere or participate with the group being observed.
Covert vs. Overt	• while, in the former the participants are aware that are being observed. In the latter, the participants are not informed that they are observed.

Table: 2.6.Types of Observation

Fundamentally, the researcher used unstructured observation that fits the present study. The major themes of this research tool were: instructional methodologies, learners' interaction in class, and the relationship between pupils and tutors. Classroom observation was done in three English classes during a whole session that lasted one hour in both setting.

2.7. Conclusion

This chapter started with a brief description of the ELT situation in Algeria. It involved the practical elements of the study by conducting a research design and methodology including the sampling, research informants and research instruments. In the next chapter, the researcher attempts to analyze and interpret the results obtained from the case study to reach valid conclusions.

Chapter Three

Table of Content

3.1. Introduction

The present chapter seems to be quite different from the previous ones, since it deals fundamentally with reporting and analyzing the data collected. This chapter is considered as the bottom of this dissertation because it presents the results obtained and covers the analysis of the data collected through the chosen research instruments: learners' questionnaire, and the teachers' interview and classroom observation. More than that, it helps in revealing the research questions and their fitting answers, and thus confirms or rejects the hypotheses put at the onset of this work.

3.2. Data Analysis Procedure

The procedure of data analysis was undertaken for the reason of obtaining conclusions and reaching the essential objectives in this research. Marshall and Rossman (1989: 111) describe this process as: "*data analysis is the process of bringing order, structure and meaning to the mass of collected data.*). Data analysis relied on quantitative and qualitative method; the former is concerned with statistics and the later provided clarification and answers according to the situation. In this work, the researcher relied on both qualitative and quantitative dimensions in an attempt to control the different sets of data.

3.2.1. Quantitative Data Analysis

Quantitative data analysis relies on mathematical analysis by using statistical procedures. On the whole, it provides the researcher an obvious picture of what to expect in his/her research.

3.2.2. Qualitative Data Analysis

It is the process in which the researcher formulates textual information. Basically, it relies on the method of summarizing than classifying the answers

according to their content. Most importantly, qualitative research focuses on three main criterions: thinking, collecting, and noticing about vital things. The subsequent figure sums up this procedure.
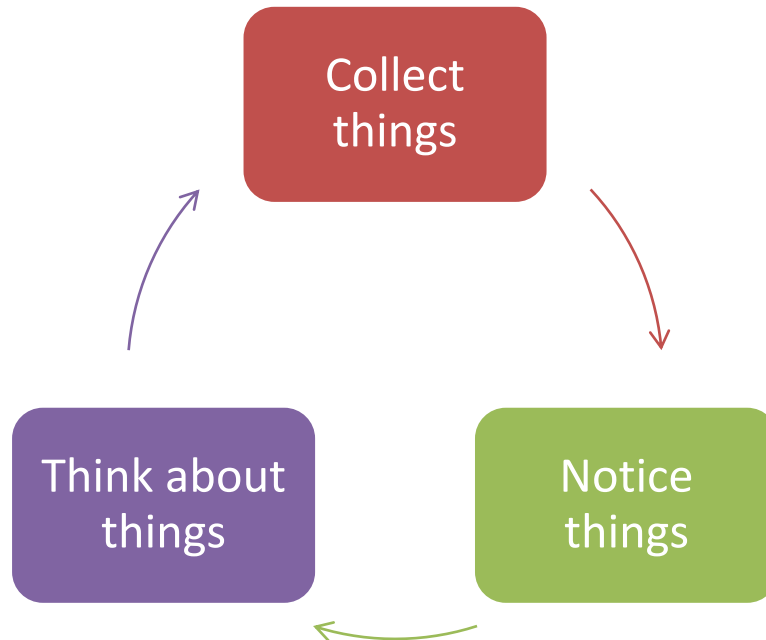
Figure: 3.1.Qualitative Data Analysis (Adopted from Seidal, 1998:2)

      The diagram demonstrates that the process of data analysis is not linear; I.e. the procedure of this element is progressive since it is the cycle that remains the repetition between all elements. Indeed, qualitative data analysis has others features were classified by Seidal (1998)as follow:

- Close interaction with the data.
- Data collection and analysis is simultaneous.
- The level of analysis is varies.

3.3. The Analysis of Students' Questionnaire

      The researcher in this work prepared two diverse questionnaires the first was given to the learners of private school and the second was administrated to public school learners. The questionnaires contained several questions that were arranged according to two rubrics. See appendix (A+B.)
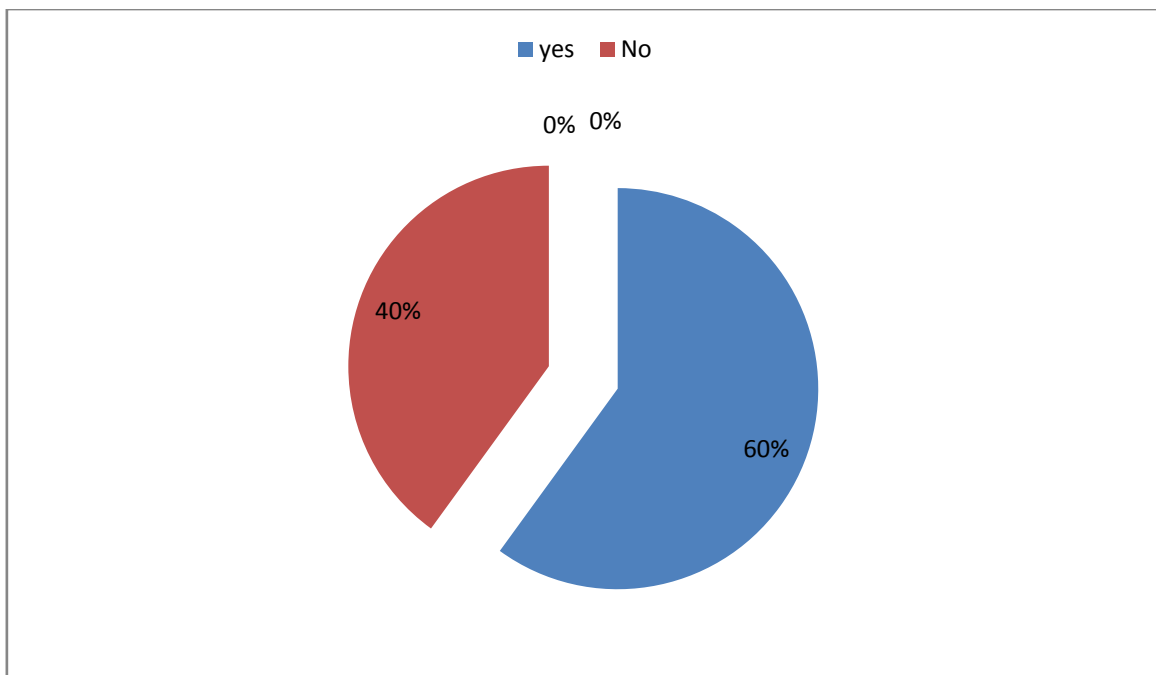
3.3.1. Private School Students' Questionnaire

Rubric One: Q1&Q2: Learners' Gender and Age

Rubric Two: Pupils' Opinion about Schools

Question One:

       The results reveal that six of the students out of ten claimed that they were in public school and due to several reasons they were transferred. Concerning the reasons behind such a shift are: some of them were expelled due to offensive and inappropriate behavior particularly males, or because of the repetition of the year more than three times. It can be even noticed from their ages, they were older than the students of public school. See Appendix A.

Pie-Chart: 3.2 Students Altering from Public to Private School.

Question Two

       This question shows that the majority of the learners (80 %) felt tremendously comfortable and contented in private school, because they were fewer learners in comparison to public school. This means that there was not that much distraction. Teachers are capable to lend a hand to students one-on-one academically and can control the class. The learners declared that instructors had

enough time to read all students' works and activities and give them proper feedback. Most significantly, if it is required, they explained the lectures to each one alone. On the other hand, a minority about (20 %)learners felt sometimes restricted and not comfortable in private school.
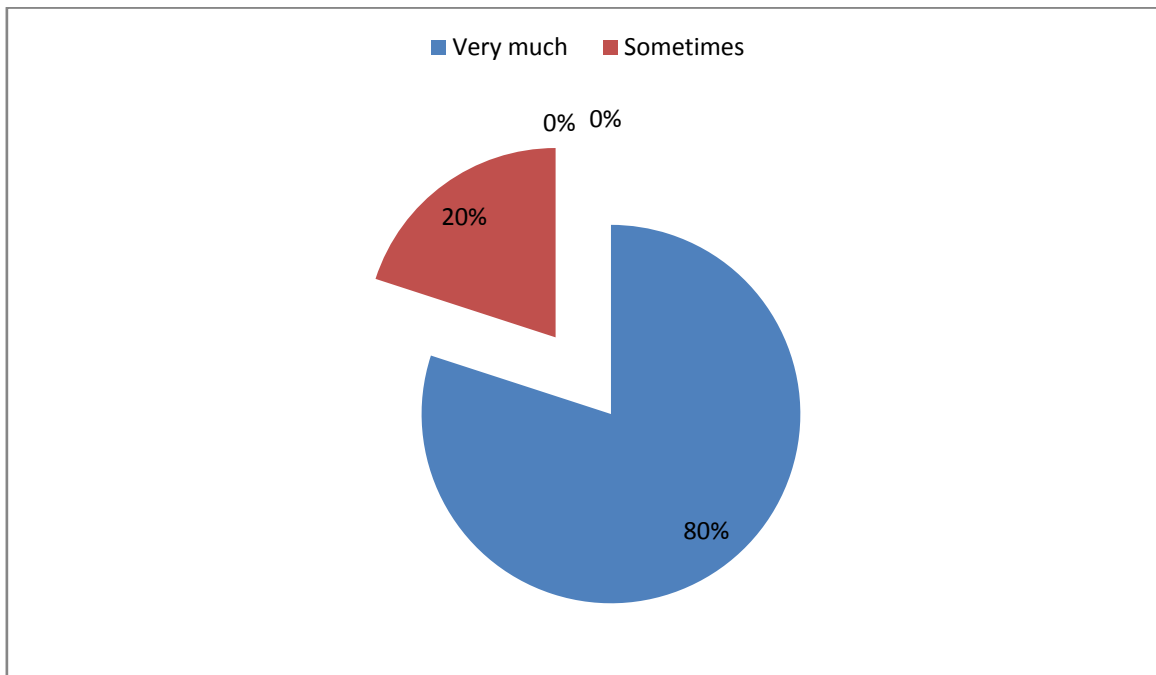
Pie-Chart: 3.3.Learners' Attitudes in Private School.

Question Three

This question is specifically destined to detect if the private schools might provide occasions that cannot be present in public school. (60 %)of pupils said that the private schools had more school event, for instance a language day where they would sing and recite poems. Others (40 %)claimed that private school provided nothing new from what have been offered in public school. These results are showed in the following Pie-chart:
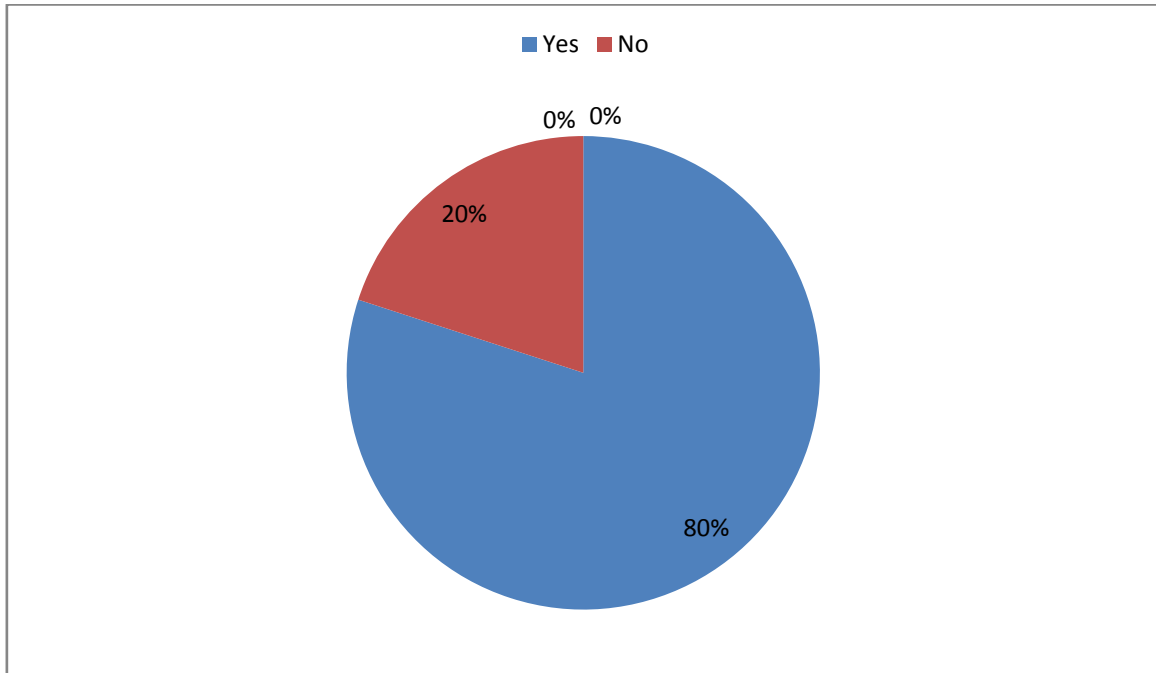
Pie-Chart: 3.4. Opportunities Offered in Private School.

Question Four

This question demonstrates that private and public schools are enormously different. In this vein, (90%) from the learners reported that government and non government schools are not alike in terms of teachers' proficiency and school environment. On the other hand, only (10 %) said that the two schools appear to be identical in which both of them take care on students' educational needs. The subsequent pie-chart demonstrates the differences.
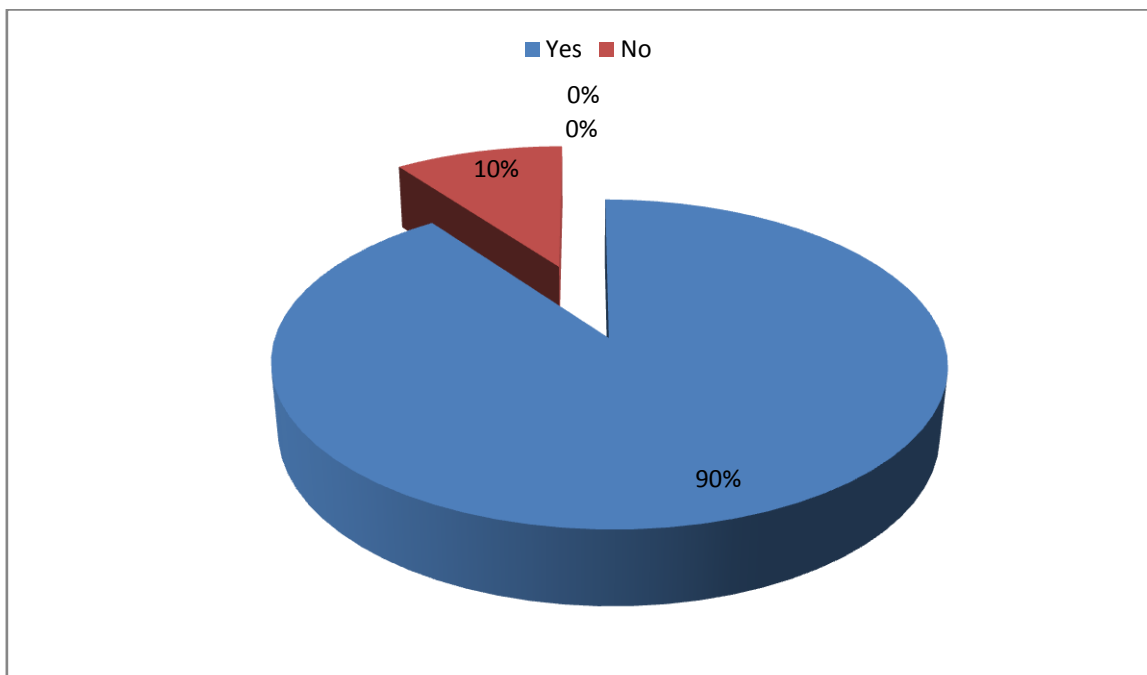
Pie-Chart: 3.5. Differences between Private and Public Schools.

Question Five and Six

This question aimed to know if learners were involved in the state of choosing the suitable school or it was the parents' choice. In this regard, results show that there were only three pupils (30 %) from the class had preferred to be in private school. However, the majority of pupils (70 %) had been in private school since their parents wanted their children to have as much personal attention as possible, as there were even those pupils who had no other choice after being kicked out from public school. However, the majority of learners were satisfied from being in private school. This is shown in the following graph:
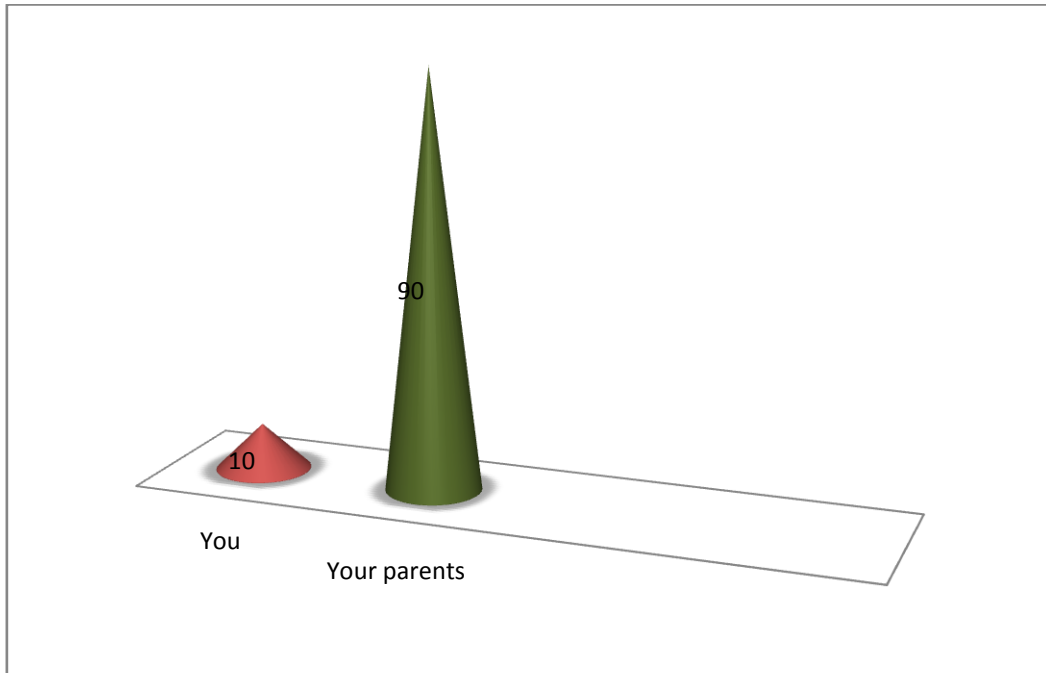
Figure: 3.6. Students' Choice.

Question Seven

       The aim of this question was to know which school environment is better planned in the learning process. Indeed, ten pupils (100%)answered 'yes' that is private school was provided the best teaching techniques.

Question Eight

       This question aimed to find out if learners were aware on the benefit of smaller class size or not. Basically, (100 %) answered 'yes' and they declared that in a smaller class, it was more difficult for students to hide and got left behind. Having fewer students means that each one got the attention they needed from their teachers.

3.3.2. Public School Students' Questionnaire

       The focal target of the two rubrics was to obtain some information about learners and their opinions about schools for the sake of helping the researcher in interpreting the data.

6Question One: The Best School for Learners

This question reveals fourteen pupils (46.66%)had no idea about what does private schools really mean. Yet, twelve learners said that private school was better than public one. However, a minority declared that the best schooling option for the learners is public school in which they are considered as the heart of the community they serve; they did so much more than just tutoring children.(See Appendix B) This is clearly explained in the following chart:
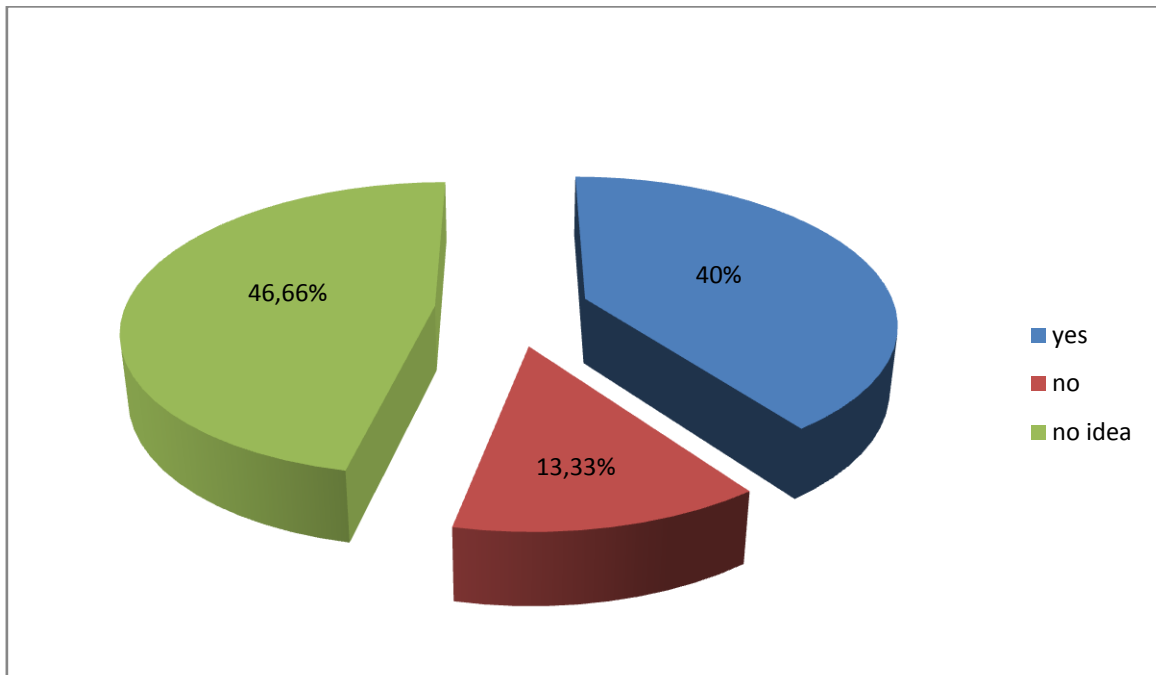
Pie- Chart: 3.7: Best School for Learners.

Question Two: Students' Feeling

The main concern of this question was to know how students in public school feel to contrast with the private school learners' feeling. The greatest part of the pupils

60.06% denoted that they are extremely comfortable in their school. Yet, 33.33 % of the learners felt from time to time at ease. However, a few amount of students 6.66 % reported that they were not comfortable at all.
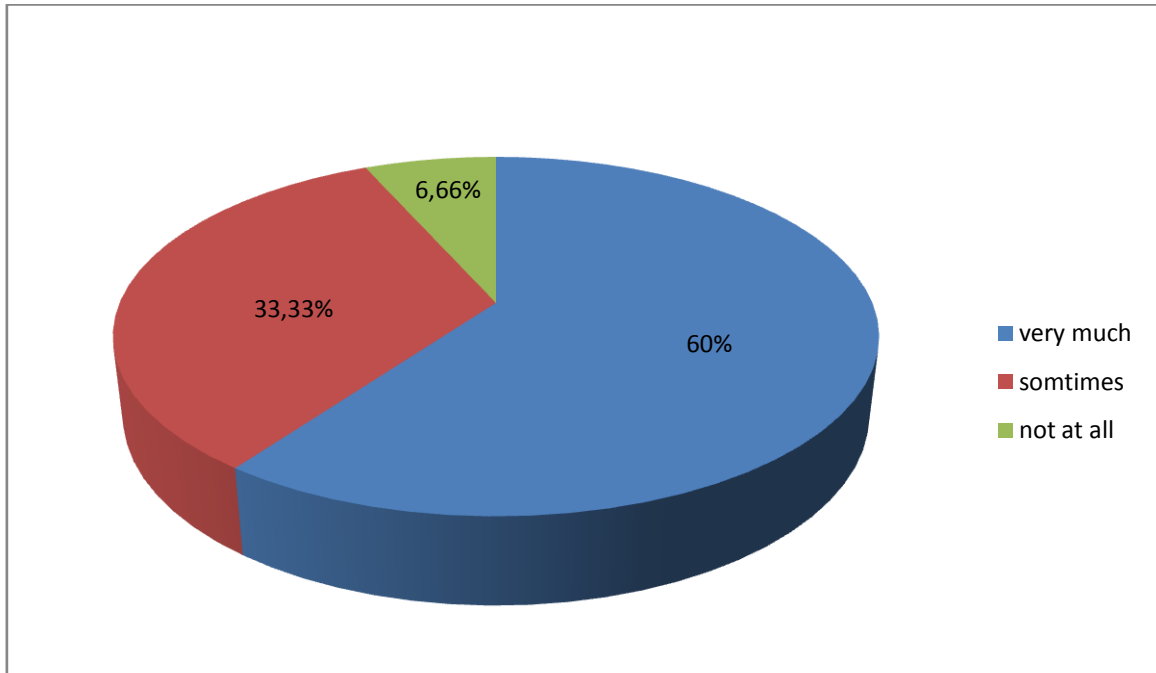
Pie-Chart: 3.8 Students' Feeling in Public School.

Question Three:

Question three aimed to know if there were some occasions in private school that may not be presented in public school. Indeed, 66.66% from the learners said yes in private schools, there were incredible resources to support student in the learning process, sports field, art studio, and beyond that make pupils fully explore their interests and talents. And only ten pupils said that they had no idea about private schools' environment.
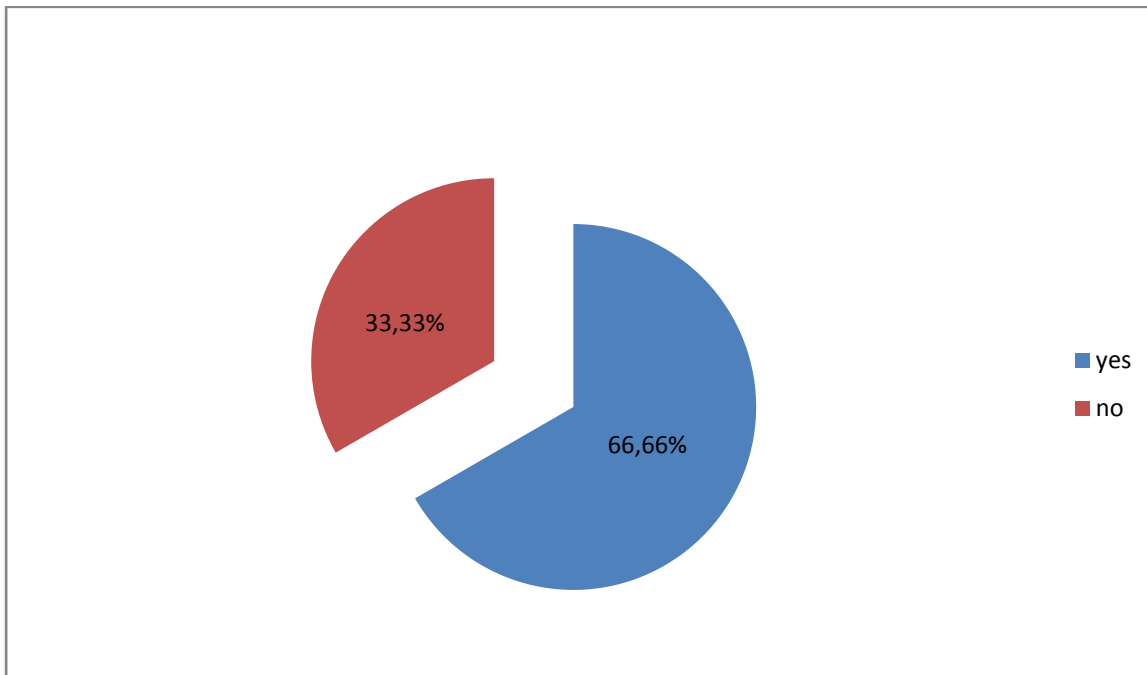
Pie-Chart 3.9 Necessities Offered in Public School.

Question Five: School Differences

This item aimed to discover if there is a difference between private and public school. 70% of pupils reported yes there is a significant distinct between private and their schools. And 30% of them said no schools are all alike.
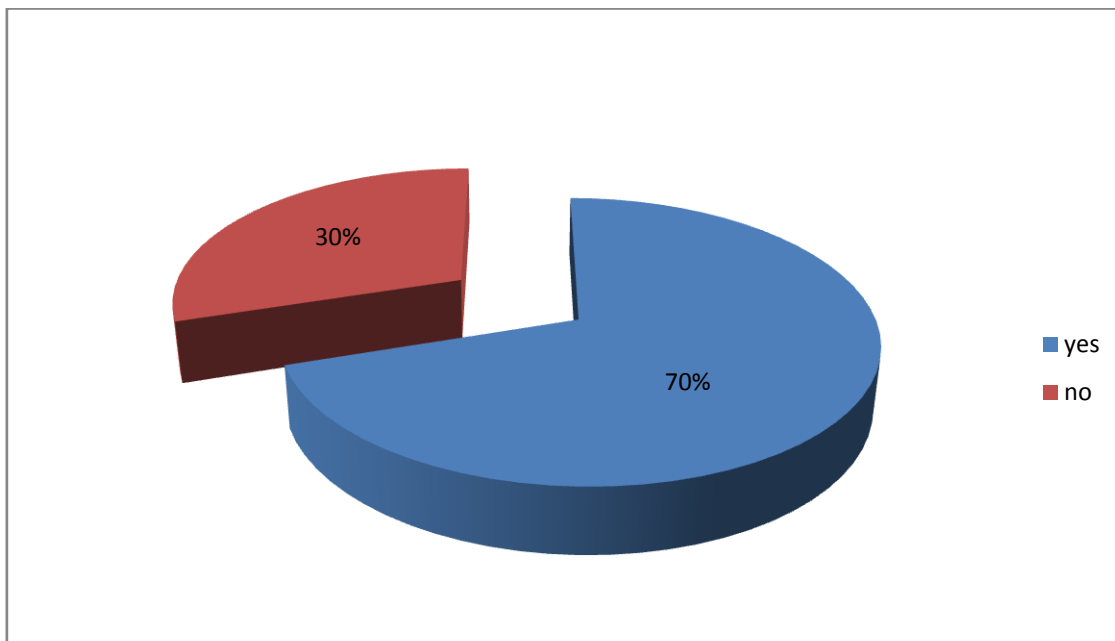
Pie-Chart: 3.10: School s' differences

Question Six

In this question, the research intended to figure out the learners' opinion about the difference between the two schools. Basically, (100%)of pupils reported that the teachers are different from public to private schools.

Question Seven

In this question (100%)of students had no idea about the teaching methods in private school.

3.4. The Analysis of Teachers' Interview

1- The teachers were asked about the differences between private and public schools. In this sense, the four teachers agreed that private and public school are totally different in terms of working conditions. Besides the number of pupils in private school is limited which facilitates the task to the teachers.See appendix C

2- The goal of the second question was to discover the similarities between the two schools. The answer of the similarities stated as follow:, the teachers and programs are just the same.

3- Concerning this question, the researcher received a central answer that is private school envirnment is better for the learners. They reported thatparents feel safe by sending their children to private schools as they have the latest security system which ensures the safe environment of the school. People are screened properly before entering the schools. Moreover, several meetings between parents and teachers are held in the private schools which keep parents aware of their children's educational record and they also get to know the behavior of their kids in schools. The parental involvements also help teachers to plan policies for each student independently.

4- Teachers in private school themselves declared that public schools' learners' level is much better. Neverthless, the public schools' teachers reported that the learners of private school were more competent.

5- The interviewers claimed that private school regulations are stricter, even the building is managed in such a way to supervise students much easier.

6- The majority of the interviewed teachers believed that the syllabus and textbooks are common between the two schools.

7- The major materials provided by private school teachers are: textbooks, data-show, pictures, flash card, games, song. However, in public schools teachers used textbooks and roughly data-show.

8- The teachers argued that textbooks might cover all the needed skills though theymight have to adapt some new tasks.Yet one of them declared that the textbooks are not sufficient.

9- All the interviewers believed that private schools' teachers have the opportunity to transmit their knowledge to learners individually due to the limited number of people in class.

3.5.Classroom Observation Analysis

Durring classroom observation, which lasted three days in both setting, the researcher obtained results from note taking. The classroom observation was devided into two parts: one for learners' level and behaviour and the other one for teachers' behaviour and the relationship between the two. In this sense, the researcher summarized the following points:

- Teachers employed Competency Based Approach in teaching English in private and public schools.
- The teachers in both settings usedthe same program, but there are a major difference in the way of delievering the course.
- Tutors focused on developing the four linguistic skills of pupils in both schools.
- The class size in public school was 30 students (or more), while in private schools was 10 learners no more.

- Teachers at the front of a small class have more opportunities to monitor and evaluate the class as a whole and the pupils as individuals. And so the process of learning is more improved when teachers and students can cooperate spontaneously in the classroom.

- In private schools teachers and pupils work one on one. However, in public school it was difficult for teachers to do so.

- Materials used by EFL teachers are limited in public school.while teachers in private school used a variety of teaching tools such as data show, pictures.flash cards…etc

3.6.Data Interpretation

This section will shed light on the interpretation of the main results collected from pupils' questionnaire and teachers' interview and classroom observation to either confirm or reject the stated hypotheses.From the analyzed data, it can be noticed that there is a clear distinction between private and public schools' environment. On the whole, the questionnaire and interview and especially classroom observation revealed some information on the differences between the two sectors. Most notably, the major differences between the two types of schooling is that public school is controlled by the state and the Private school is free and controlled by private agency .The researcher revealed that private and public schools have the same curriculum but different procedures of requirement. It is also stated that the levels of students in public school were much better than that of private school However, teachers in private schools are motivated than those in public school.

In this respect, one may say that the three hypotheses stated are more or less balanced between rejection and confirmation. The first hypothesis, for instance, is partly valid, since the idea related to checking about the program put into practice is rejected for a simple reason that it has been proven that private

and public schools make use of the same syllabus; while class size seems to express some difficulty because of the large members of learners. On the other hand, both hypotheses two and three displayed the same statement as suggested in the onset of the research work; where it has been noticed that both institutions (private and public schools) expressed the use of similar teaching objectives and textbooks. In addition, to confirming that EFL teachers are much more motivated in private school due to some tangible advantages.

3.7.Recommondations for Further Research

The fundings of this investigation between private and public schools elevate a lot of questions about the Algerian middle education.In this vein, the researcher recommend further research on the following:

❖ School Envirnment

This study indicates that if a good envirnment is created in public schools like what have been managed and organized in private schools, students would get into learning more.

❖ Teachers' Role

With no doubt, teachers play a vital role in creating a positive or negative learning environment. According to learners, tutors are considered as models. For that further research is required on teachers' tasksmodeling because pupils were extremely influenced by their instructors.Correspondingly, further research should be done on the awareness of the requirements and needs of teachers.

❖ The parents' Involvement

This study shows that parents' involevment in the education of childrens is extremely inevitably. In private schools parents play a great role in the education of their kids; if there were any troubles the parents were informed without delay. Howerver, in public schools parents and schools were not in touch.

❖ Equity in Education

The present research work designates that private schools are very expansive and many people can not pay for it. It is obviously that only those who have money can go to and this form a serious issue of equity in education. Further research should concentrate on equity problems and look into theease of access to private school.

❖ Limitation of Class size

the present research shows that teachers at the front of smaller class are capable of observing and assessing the whole class and each students alone as they have more time to individualize their feedback. Consequently, learners become more confident and comfortable in smaller class sizeas they might share their thoughts and perspectives spontaneously. Further research should focuss on the limitation of class size in public schools to better enhance the learning process of pupils.

3.8.Conclusion

This chapter sheds light on theresult collected from classroom observation , questionnaire and interview. After looking at many different sources, it is worthy to say that private and public schools are principally differentas they share some common points. Finally, some recommendations were suggested to better the school environments that meet students' needs.

General Conclusion

General Conclusion

General Conclusion

      Undoubtedly, education is a fundamental process in the life of learners. Many issues arise related to education: funding, teaching quality, learners' level, unsecure schools and different educational chances. Indeed, many key factors are offered in addressing other social troubles. In fact, those problems are related to different types of education including private and public schools models. Basically, The central matter of this study is looking at some of the differences and similarities between two types of education in Algeria for the sake of discovering the best schools envirnment in support of learners.

      For that, in this study the researcher tried to investigate the following research questions:

1. What might be the significant differences in teaching English in private and public schools?

2. Which similarities may exist between private and public schools?
3. How do teachers professionally differ in both setting?

      And suggested three hypotheses

1. Private and public teaching modes may express different teaching program and class size.
2. Private and public schoolsmay be similar in terms of textbooks and teaching objectives.
3. Teachers may be more motivated in private than in public sector.

    Accordingly, The research was split into three chapters: the first one dealt with some theoratical consideration on the differences and similarities between private and public schools. Sme of the advantages and disadvantages of both settings were discussed .In the second chapter, the researcher spoted light on the classroom situation as it was more practical through the use of different research instruments.

The third chapter dealt with the data analysis and interpretations, besides some recommendations offered at the end for the sake of creating a good envirnment for learners in school.

Throughout conducting a case study and after the analysis of data gathered from different sources using a set of research instruments:(a classroom observation, questionnaire for learners and an interview with teachers.). The three hypotheses put forward were not absolutely confirmed. The results have revealed showed that there is a clear difference in the quality of education between private and public schools, interms of classe size and the way of delivering the course.However, the program and textboks even the teaching objectives are particularly the same. Moreover, teachers of private school are exceedingly motivated than those of public one.

In a nutshel, most of the Algerian public schools need help from members of the local community and everyone in the school ought to evidently recognize their responsibilities, tasks, duties and limitations. Basically, the involvement of the community, school management, and any agency of the government are supposed to do efforts towards strengthening the school.

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Appendices

Appendices

Appendix A: Private School

Learners' Questionnaire

The present questionnaire attempts to obtain data about the similarities and differences between private and public schools. Thus, you are kindly requested to fill in the boxes by ticking the relevant answer and commenting when necessary.

Rubric One: Pupils' Profile

Gender: male ☐   female ☐

Age: ☐

Rubric Two: Pupils' Opinion about Schools

1- Have you ever been in public school?

Yes ☐   No ☐

If yes, why do you shift to private school

…………………………….............................

2- Do you feel comfortable in private school?

Very much ☐   Sometimes ☐   Not at all ☐

3- Do you think that private school offers more opportunities that are public school ☐

Yes   No

4- Do you think that private school differs from public school

Yes ☐   No ☐

5- Who had the decision to go to private school?

You ☐   Your parents ☐

*Are you satisfied with this decision?

Satisfy ☐   Not satisfy ☐

6-   Does private school provide better educations?

Yes ☐   No ☐   I don't know ☐

If yes how?

-Do you think that smaller class size is beneficial to pupils in the learning process?

Yes ☐   ☐   No

Thank you

Appendices

Appendix B: Public School

Learners' Questionnaire:

The present questionnaire attempts to obtain data about the similarities and differences between   private and public schools. Thus, you are kindly requested to fill in the boxes by ticking the relevant answer and commenting when necessary.

Rubric One: Pupils' Profile

Gender: ☐   female ☐

Age: ☐

Rubric Two: Pupils' Opinion about Schools

1-   Do you think that private schools are better than public ones?

Yes ☐   No ☐   No idea ☐

2-   Do you feel comfortable in your school?

Very much ☐   Sometimes ☐   Not at all ☐

3-   Do you find all the necessities in your school?
Yes ☐   Not all the time ☐

4-   Do you think that the private school offers more opportunities than your school?

Yes ☐   No ☐

5-   Do you think that private school differs from public one?
Yes ☐   No ☐

If yes, in terms of what?
In textbooks ☐   teachers ☐   programs ☐

6-   Do you think that private schools provide better teaching experience than your school?
Yes ☐   No ☐   Maybe ☐

Appendices

Appendix C

Teachers' Interview

The present interview is part of a research work aiming at comparing and describing the quality of education in private and public schools. Hence, you are kindly requested to answer as objectively as possible.

Q1*according to you, in what ways does private school differ from public school?

- If there are significant similarities you are kindly requested to mention them

Q2* According to you, which school environment is better for learners who wish to develop their English level?

Q3* Do you think that learners' level differ in both sectors?

Q4* How is the public school managed in comparison with public schools?

Q5*are there different curricula that are implemented in private schools and not in public schools?

Q6* what are the materials provided to teach English?

-Do you think that you are provided with typical materials in private school?

Q7* Do you think the English text book provides the needed skills for your learners?

Q8*How do teachers differ in both sectors?

Appendices

Appendix D

Classroom Observation Grid

Private vs. public schools.	Teachers' Behaviour	Learners' behaviour	Relationship between the two
Approach			
Materials			
Participation			
Interaction			
Motivation			
Program			

Appendices

Summary :

The present research work aims at comparing and examining the differences and similarities between private and public schools. The real basis of this work is to provide information about private and public middle schools for the purpose of helping the readers to differentiate between the two schools. More than that, this work will further help the readers and researchers to understand the benefits of using either of them.

Key words: private school. Public school. Differences.

ملخص:

إن هذه الأطروحة تطمح إلى دراسة و مقارنة وجوه الاختلاف و التشابه بين المدرسة الخاصة   و المدرسة العامة. إن أساس هذا البحث هو تزويد القارئ بالمعلومات اللازمة للتفريق بين المدرستين   و معرفة إيجابياتهما و سلبياتهما.لتحقيق هذا المبتغى ، انتهج الباحث دراسة مقارنة في مدرستين من كلتا النوعين ، معتمدا على عدد من المصادر و وسائل البحث المتخصصة في إنتقاء المعلومات المرادة : مجموعة من الاستبيانات موجهة للتلاميذ ، ملاحظات مباشرة داخل الأقسام ، بالإضافة إلى مقابلات حصرية مع الأساتذة في كلتا المدرستين. جميع الوسائل السابقة استخدمت في مجرى هذا البحث مع التحليل الكمي و النوعي للاستطلاعات المجموعة . النتيجة المتوصل إليها في نهاية هذا البحث هي وجود فجوة بين طبيعة التعليم في المدرسة الخاصة و نظيرتها العامة، مما يحفز الباحث على طرح مجموعة من الحلول و الاقتراحات لإجراء بحوث متجددة و واعدة في هذا المجال.

الكلمات المفتاحية: المدرسة العامة — المدرسة الخاصة– أوجه الاختلاف.

Résume :

Le présent travail de recherche vise à comparer et à examiner les différences et les similitudes entre les écoles privées et les écoles publiques. De plus, ce travail aidera les lecteurs à mieux comprendre les avantages de l'utilisation de l'un ou l'autre. Pour y parvenir, une étude de cas comparative a été menée dans deux types différents d'écoles, en s'appuyant sur un certain nombre de sources de recherche pour la collecte des données. Les résultats de la recherche montrent qu'il existe une grande différence entre l'enseignement de qualité entre les deux écoles.

Les mots clés : école privée- école publique-Les différences.