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Ministry of Higher Education and Scientific Research
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**Private Tutoring Effects on EFL Pupils' Learning Quality
“A Blessing or a Curse”: Case of Third-year Secondary
School Pupils of IZED - Tlemcen**

Dissertation submitted to the department of English as a partial fulfilment of the requirements for Master's degree in Didactics of foreign languages.

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2022 - 2023

Dedication

To Allah who gave me the strength and courage to finish this work.

To my dear mother who gave me both great emotional and physical support. May Allah bless her.

To my brothers who are my closest allies, who were always cheering me up and reminding me that challenges are meant to be conquered, not feared!

To my lonely sister who had the full responsibility for prepare my graduation party, and to her daughter Celine, my lovely niece, who has been my biggest source of love and inspiration.

To my dear friends!

Acknowledgements

First and for most, I sincerely express my deepest gratitude to Allah. Thank you my god for your divine guidance that has led me to the culmination of my academic journey.

This dissertation could not have been completed without these people whom I would like to acknowledge:

Special thanks go to my supervisor Dr.Belkhir Fatima Zohra who has provided endless support and efforts and for her patience with me during the entire period of this dissertation.

I am also indebted and thankful to my jury members Prof. Nawel Benmoustefa and Dr Wafaa Zekri first for their acceptance to be my viva examiners and second for being my teachers. It was really an amazing opportunity to have them among my teachers Master degree.

Many thanks go also to Mrs. Ismahan for her assistance in the data collection process involving the current study.

Thank you all indeed

Abstract

Teaching foreign languages in Algeria is witnessing some problems, among which the phenomenon of shadow education is receiving increasing attention by pupils and parents alike. For that sake, this research is designed to demonstrate the profound influence of private supplementary tutoring on language acquisition among third-year secondary school pupils, enrolled in IZED EL KIFANE. More precisely, this study seeks to examine the impact of private tutoring on the development of English language learning, in order to determine whether private tutoring impedes and encourages pupils' EFL learning process or not. A descriptive research method was adopted to carry this investigation and to know what motivates them to seek private tutoring and it affect their language learning. To collect data, a questionnaire and a test were administered to (30) third year secondary school pupils who were enrolled in the private tutoring institution of IZED EL KIFANE. The data analysis highlighted contradictory results. In which the questionnaire shows that pupils have positive attitudes toward private tutoring and they seek from it to improve their academic achievements. While the test results revealed that supplementary private tutoring is not effective in improving pupils' EFL learning quality, a fact which validates the present research hypotheses which claim that private supplementary tutoring limits the language learning process and supports the teaching to test approach.

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List of Acronyms

E.F.L	English as a Foreign Language.
P.T.	Private Tutoring.
P.S.T.	Private Supplementary Tutoring.
S.E.	Shadow Education.

General Introduction

General Introduction

Learning a language as a mother tongue and a foreign language is not always the same. This is especially when both languages are from different backgrounds; EFL Algerian learners included, where pupils are faced with learning Arabic as a mother tongue and English as a foreign language. For this sake, pupils may face some obstacles in understanding, analyzing, producing, and succeeding while others might have fewer problems yet more passion about superiority. Hence, they seek to find a solution that allows them to achieve their desired results. As an effective way, many learners join the supplementary private tutoring as they believe that it can insure success and help them overcome their learning difficulties. Accordingly, every year a huge number of pupils in all levels receive private tutoring (pt) in one or more than one subject to supplement their mainstream school lectures. Given the paucity of research on the effects of tutoring on college students' English language learning, this study presents a valuable opportunity for rigorous scholarly investigation of the topic as far as the Algerian private tutoring milieu is concerned. Accordingly, this research sought to shed light on Shadow Education phenomenon, meaning private tutoring, in the context of EFL learning with regard to the English courses that are done in the private tutoring institution of IZED, Tlemcen, to third-year secondary school pupils.

While private supplementary tutoring is often seen as a valuable way to enhance language skills, it is important to note that this phenomenon can also have adverse effects on the quality of the language learning process. Therefore, great expansions of research on shadow education brought more depth and strong awareness on how private supplementary tutoring can be a means to enhance the English language learning. Yet, this is not always true seeing that this phenomenon can affect the learners of third-year secondary school pupils in this case. This is because, the idea of seeking this kind of education institution as an extra support in the scientific subjects like mathematics, and physics is comprehensible and acceptable. But in the domain of foreign languages learning, the view of the specialists to learn a language through private supplementary tutoring differed between supporters and opponents.

This study aims to bring a deep understanding of whether the supplementary private tutoring is a blessing or a curse on third-year secondary school pupils. . Therefore, the study is conducted to find out whether private tutoring influences or impacts on the learning quality of

General Introduction

EFL learners. More precisely, it seeks to find out if it hinders the pupils' EFL learning process or it engages them to perform better in the English language. To reach this aim, the researcher raises the following questions:

1_ What are pupils motivations to private tutoring?

2_ To what extent can private tutoring influence /impact the learning quality of third year secondary

School pupils?

Accordingly, the following hypotheses have been formulated:

_ Private tutoring facilitates language learning and accelerates meeting the pupils' final needs.

_ Private supplementary tutoring limits the language learning process and supports the teaching to test approach.

To answer the previous research questions and to test the potential hypotheses, a mixed-method approach was employed, involving the design and implementation of a questionnaire and a test. These research tools were specifically tailored and were both directed to third-year secondary school pupils, who join the private institution of IZED EL KIFANE, Tlemcen to collect qualitative and quantitative data about the situation in question.

This work is set into two chapters. The first one provides a review of the related literature on private tutoring and represents its definition, scope, advantages and disadvantages, curriculum and pedagogy and its implications in formal education. The second chapter represents the practical part of the research work. It includes the research methodology, the research methods, the data analysis and discussion and it suggests some recommendations and implications based on the research main findings.

Chapter One:
Review of the Related
Literature

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1.1 Introduction

In light of globalization and the increase of the English language, it has become necessary to ensure a successful future for next generations. To achieve this, parents are forced to invest in the education of their children, and to ensure their success in exams, they receive the private supplementary tutoring (PST) lessons as a solution to overcome intensive curriculum and learning difficulties.

This chapter will provide an overview on the phenomenon of private tutoring; from explaining its meaning to the classification of its scope, to the description of its nature, and then explaining how it was an additional means of support, yet it became a must. It also attempts to highlight its advantages and disadvantages and the curriculum and pedagogy used in this type of teaching. Last but not least; this chapter examines the impact of supplementary private tutoring on pupils, teachers, and mainstream schooling.

1.2 Definition of Private Tutoring :

Private tutoring is considered to be one of the most popular issues that establishes its existence in society. Many scholars provide definitions to private tutoring. (Hegedús, 2021) for example, define this phenomenon as a global concept given to all forms of non-formal education under the nature of a free supplementary academic extracurricular activity. Bray 1999 uses the metaphor "Shadow Education" to describe private tutoring because it mimics the mainstream school system; so it is like a shadow (Bray, M, 2003). In 2003 Bray names it as "Hidden Marketplace" or "Payment Based Private Tutoring" (Nath, 2007). Different strands of literature adopt different definitions of private tutoring and they all agree on one point which is "Private tutoring". It means fee-based instruction in academic school subjects that is supplementary to instruction mainstream schools which provide free of charge education. Private tutoring includes lessons provided in one-to-one or in small groups by individual instructors as well as larger classes provided by individual instructors and companies. (Silova & Bray, 2006).

In this vein, private tutoring is a type of non-formal education. Typically, it takes place outside the academic setting. In which, the tutor provides extra-teaching service to the tutees in exchange for financial profits. This process is supplementary to formal education which means that it is based on teaching subjects and materials that are not different from the materials of mainstream schooling, yet it is more personalised to meet the tutees' need, and to make them overcome their learning difficulties.

1.2.1 The Scope of Private Tutoring:

The private tuition market is complex and contains a variety of organisational forms, ranging from large, high profile agencies and franchises to individual tutors who keep a low profile. The size of the market is difficult to estimate due to the lack of registration requirements and the presence of both visible and hidden components. Estimating the size of the visible part of the market can also be challenging due to the complexity of the market (Emily, 2009). Thus, the hidden market appears in different forms like one-to-one private tutoring which is provided by the teacher to the student s/he is working with (Bray, M, 2007).

Technological development has led to the spread of another type of private tutoring. It is called correspondent tutoring or online private tutoring. Which is based on using a phone or via email in some countries? (Bray, M, 2007). This type of tutoring witnessed wild approval during the quarantine period.

In addition to that; strengthening group is one of the most recent forms of private tutoring which are provided in special institutions. This type is more active during the school year and consists of group of tutors. It is also witnessing a high uptake by the pupils, so they are fully prepared one or two months before the start of the school year; As well as some teachers attempt to declare themselves as private tutors in posters distributed in the streets and affixed to public stations and places. (Ben Ismail, 2019). These tutoring organisations are established by entrepreneurs and they refer to them as centres, academies, or institutes, and sometimes in the United Kingdom it is called crammers. (Bray, M, 2007)

The high demand for private tutoring does not neglect the fact that what is observed in the current era is what private tutoring showed societal stratification. Families with high incomes can teach their children with a teacher individually and in strong institutions .As far as the middle class, may join them in regular classes, while this phenomenon does not make sense to the poor (Ben Ismail, 2019).

1.2.2 The Nature of Private Tutoring:

Though this phenomenon is primarily educative and deals with subjects that are already covered in the school .Yet, its special nature makes it different from mainstream schooling in some parameters as (Bray, M, 2003) notes them:

Financial gain: The services provided by tutors are in exchange for financial profits.

Supplementary: Additional courses dealing with subjects which are already covered in school.

Academic subject: generally concerned with mathematics and languages except art, sport, and music which are learned for pleasure.

Timing: Attendance is after the educational period (evenings, weekends, and school vacations) (Ryme, 2018).

Place: It takes place inside the academic setting if there is collusion between the teacher, the director, and the pupils. Private tutorial takes place also outside the formal setting in the tutor's houses or in special institutions (Ryme, 2018).

The massive prevalence witnessed by this phenomenon globally made mainstream education vulnerable to ignorance, especially among higher secondary school pupils. For this reason, researchers sought to study the nature of private tutoring in relation to its influence on formal education.

1.3 Private Tutoring from Supplementation to Supplication:

Supplementary education witnesses a massive growth in the educational landscape. It starts from one-to-one home teaching, to allocate institutions for extracurricular activities. Some see a sort of positivity in private supplementary tutoring because it complements the shortcomings of mainstream education, and offers individual help for pupils which demonstrates parents are no longer in charge of their children's learning (Mark & all, 2013). Thus mainstream schooling is overshadowed by this phenomenon.

Researchers build a study to analyse the relationships between private supplementary tutoring and mainstream schooling in urban areas like Maharashtra, in India, starting from the assumption that private tutoring can overshadow the formal learning due to the huge number of pupils receiving PST to enhance their progress for the achievement of the desired marks especially for the two years of higher secondary schooling. After analysing the respondents' answers, researchers noticed that the role of PST increased while the role of mainstream education gradually decreased, due to some factors like the quality of school teaching and the families' ability to provide academic support at home. It is suggested that the expansion of class sizes in mainstream education has driven students to seek PST. Moreover, the materials

and content that are available are often the same in regular schooling which leads the pupils invest their time in PST, rather than schools (Shalini, 2018).

The data provided by Hussein in 1987 supports this hypothesis. He remarks two months before the end of the school year that there is an increase in the number of absentees of pupils since they deliberately miss the school lectures. Nevertheless, in the afternoon they attend the tutorial institutes, conserving the ones who come to mainstream schools uncensored on what their teacher is explaining as they are avoiding the administration questioning. This behaviour is the result of the pupils' belief that as long as they pay a fee to tutors to help pass their examinations, there is no need to go to school (Hussain, 1987, as cited in Bray, 2007).

When supplementary private tutoring began to overshadow mainstream schooling, questions have risen on what makes this type of learning more interesting to pupils, and what are its side effects on them and on their schooling?

1.4 Advantages versus Disadvantages:

The huge diversity and wide spread of private tutoring in the last two decades makes specialists believe it won't disappear (Bray, M, 2017). Accordingly, it is high time to dive deeply in its details as many studies have provided contradictory data towards the effects of this phenomenon. Some of them assumed to have advantages and others claim its side effects on a pupil's academic progress as well as social and economic aspects (Bray & Susso, 2008)

1.4.1 Advantages :

From a logical standpoint, parents won't pay money to someone to teach their children and it is not beneficial. (Ireson.J, 2004) Summarises some of the benefits of private tutoring:

Flexibility: in term of timing, tutors can be hired for a short or long period as needed.

Meeting the pupils' needs: the individual tutoring allows the tutor to have a strong background on learners', their strength and weakness.

Materials availability: some private tutoring instruction supplies materials that are not available in mainstream schools enable the pupils to understand better, and thus developing their study skills

Economic: comparing to « private education » it is more affordable for parents. .

1.4.2 Disadvantages :

The direct contact of PST with society in general and education in particular, makes it vulnerable to criticism. Literature around the world proves through studies its cons on pupils' performance and social aspects. (Ireson.J, 2004) Illustrates them as follow:

Goals: focussing mainly on academic achievement; by teaching specific strategies and techniques to ensure the success in the examination while neglecting the other educational development objectives. (Bray, M, 2003)As cited in (Ireson.J, 2004).

Exhaustive: for both, the teacher who do tutoring as an additional profession to his principal job in school and the pupils who spend hours in their regular school, then go straight to private tutoring classes.

Illegal: in some countries as Algeria; it is forbidden to practise two professions simultaneously, which means that supplementary tutoring is illegal (Ahmed & Zahia, 2022) Yet, many teachers break this rule for extra financial gain. In addition to that, in some schools in Mauritius; pupils are obliged to attend PST sessions in order to complete the remaining part of the syllabus .Because, their teachers do not cover the whole lectures of the schooling syllabus Foondum, 2002; as cited in Ireson, 2004).

Inequality : many pupils do not have the chance to attend PST classes, in view of the fact that its fees are unaffordable for the poor category of (Bray, M, 2003).

In the human being context assuming that a concept is right or wrong is very difficult; even though there is a solution which is moderation. The same idea can relate to pupils who attend private tutoring and teachers who work in the private tutoring environment. Indeed, only moderation can make practitioners benefit from the advantages of private tutoring and avoid its drawbacks.

1.5 Curriculum and Pedagogy of Private Supplementary Tutoring:

If private tutoring mimics mainstream schooling as Bray calls it "shadow education" (Mark, B, 1999) this means that the curriculum and the pedagogy in this type of teaching is the same as the one in mainstream teaching. Still studies shows that there is a difference between them especially in terms of pedagogy.

1.5.1 Curriculum :

In this sense, researchers of curriculum studies design raise some questions on why pupils and parents are motivated to shadow education (SE). Further “what curricular characteristics attract students and parents to SE?” (kim.Y, gough, & Jung, 2018).

Zhang and Bray provide a holistic view of the curricular forms of private supplementary tutoring. They assume the idea of the correlation between PST curricular and the school curricular in that they may share the same goal; but they are different in terms of objectives. According to (Zhang & Bray, 2020) some curricular are designed to strengthen the existing skills while others aim to fill the gap of mainstream education. Though the PST domain deals with educational subjects; its curriculum design can take another path. For example, it is delivered in the form of one-to-one tutoring as in Nordic countries, where private supplementary curricula are rarely offered as a continuation of the school's curriculum. Studies show that its type of curriculum is more personalised to help pupils in their school assignments. Specialists called it “homework support “and it is designed based on agreement between the tutor and the pupil’s parent’s recommendations. (Zhang & Bray, 2020).

In this spectrum, the students’ needs are not the only determinant of the curriculum type; other factors may control it such as; the form of the PST. In fact teaching an individual is not the same as teaching a small group. Moreover, face to face tutoring is not the same as online tutoring and so on (Zhang & Bray, 2020).

1.5.2 Pedagogy :

The literature on private tutoring proves that the pedagogy is certainly different from the mainstream schooling to shadow education system. The main difference is the behaviour of the tutor towards the tutees .For instant, in Cambodia (2015) Brehm observes that private tutoring sessions are presented in a less formal manner, which permits the tutor to appear friendly, more kind, gentle, and more flexible than teaching in public schools (Zhang & Bray, 2020). The good service of tutoring is one of the trump cards in shadow education which stimulates pupils to join private supplementary tutoring.

The curriculum design and the nature of pedagogy used by instructors in teaching has a great influence on the learners' cognitive and psychological development. Yet, the fact that pupils are reaching extra sources of learning outside the academic walls may expose them to

negative implications such as stress, passive learning, issues of inequalities among peers and so on.

1.6 The Impact of Private Tutoring:

The phenomenon of private tutoring is used among teachers and pupils for educational purposes. To understand its influence; researchers' analyses provide explanations on shadow education's impact on formal schooling, teachers, and pupils alike.

1.6.1 The Impact of Private Supplementary Tutoring on Formal Schooling :

When it comes to education, there is no size that can fit all. Therefore, it is impossible to assume that supplementary private tutoring has only positive effects or only negative impacts on mainstream education. Its positive effects are centred around the materials and methods of teaching used in PST. These methods encourage attendees to study more, and increase their self-esteem by providing a special treatment. Studies also show the effectiveness of shadow education in facilitating the mainstream lessons which makes the tutees comprehend better, it is also considered as a shortcut to meet the pupil's need because the curriculum is more personalised than the one of mainstream education in that it is designed to fill the gaps of formal teaching. (Silova & Bray, 2006)

Nevertheless, PST has a dark side. According to Silovia Bray and Budiene PST «upsets the complex dynamics of teaching and learning in mainstream schools, and may disrupt school curricula» (Silova,I; Bray, M; Budiene,V;, 2006, pp. 91-92). This is demonstrated in raising the inequality issues among pupils since private tutoring is not available for everyone. Accessibility is not the only problem in the view that some teachers can address these inequalities by supporting slow learners, while others see tutoring as a norm, widening the gap between students learning. Additionally, some teachers may treat the students they are tutoring better than others, especially if their school teacher is tutoring them (Silova & Bray, 2006).

Moreover, the negative impact of PST on mainstream curriculum is illustrated through studies. Qualitative data show that tutoring can disrupt mainstream school curriculum especially in countries with high estimates of tutoring such as Azerbaijan and Georgia. Many high school pupils do not attend school during the final months of their entrance exams and are instead forced to attend private classes or preparatory courses. This happens because the

subjects taught in schools are not subject to university entrance examinations. By the way this phenomenon occurs in many countries (Silova & Bray, 2006).

1.6.2 The Impact of Private Supplementary Tutoring on the Teacher:

Nowadays, many teachers practise shadow education as a form of trade (extra source of money). However, this kind of trade has negative implications on them too because it makes the teacher in charge twice. Moreover, that will lead to a dereliction from them towards their official jobs as mainstream teachers as they would rather focus their efforts on shadow education because the salary is better. What makes matters worse is that some teachers assume that all pupils receive supplemental tutoring so that they do not perform well enough to ensure that all students understand the lessons even though they are dealing with classes of mixed abilities. (Kassotakis.M & Verdis.A, 2013).

1.6.3 The impact of Private Supplementary Tutoring on the Learner:

The drawbacks of private lessons are also highlighted in the student's reliance on them and thus, they can reduce his self-reliance on educational achievement and homework, which affects the building of his personality and gradually transforms him from an independent personality into a credible one. Economically speaking, shadow education wastes the pupils' time, deprives them of rest, they not only impede family and social connections, but also prevent students from engaging in wholesome, structured play. The approach to teaching in these schools places excessive emphasis on academic holidays and right before important exams creating serious stress and anxiety. Ultimately, this represents a punishment for them physically and psychologically. Private tutoring solidifies the processes of indoctrination and preservation, so that thinking capabilities won't be developed from understanding, absorbing, analysing, reasoning, installing and discouraging cognitive development processes. Critical and conceptual thinking and the skills of innovation, creativity and other systems of critical scientific thinking won't develop. (Ben Ismail, 2019).

Although supplementary private tutoring has drawbacks on the educational system in general, every year numerous pupils join it as if it is the golden key that guarantees their success.

1.7 Conclusion:

This chapter highlights the phenomenon of private supplementary tutoring from an educational perspective. Indeed, it is considered as a teaching process between the tutors and the tutees to learn a specific subject in a form of one-to-one or with a group of people onsite or online depending on where it takes place, whether in the pupil's home or the tutor's house or in specific institutions. The curriculum design of private supplementary tutoring is primarily depending on the mainstream curriculum and can be modified to fulfil the tutee's needs. Yet; the pedagogy in PST is certainly different from the one of formal learning. Typically, this process is offered for a financial gain; its positive outcomes in enhancing the academic achievement of the pupils makes it shift from a supplementary element to overshadow the mainstream schooling especially for senior year pupils. However, its drawbacks negatively affect the entire educational system, from mainstream schooling to teachers and students alike.

Chapter Two: Research Method and Data Analysis

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2.1 Introduction:

The chapter presents the practical section of the study. It starts by the description of the fieldwork of the study, that is, where the study was conducted. Then it explains the research methodology involving this investigation, namely the research methods. After that, it describes the pupils' profile as they represent the main sample of this inquiry. It also presents the research instruments and the purpose of their use. Then it outlines the analysis of the obtained data to eventually conclude with the discussion of the main results, recommendations, and conclusions.

2.2 Research Context:

This research is carried out in the institution of IZED EL KIFANE, which is considered as a private educational institution that offers private supplementary tutoring lessons for all levels; from primary to middle to high school. IZED institution has many branches in different places in Tlemcen; there is a branch in OUDJLIDA, another in BOUHANNAK, and EL KIFANE. The present study was conducted in the latter. IZED covers mainly the subjects that are already covered in mainstream schooling. Consequently, the nature of the courses yielded is mainly reinforcing formal education. Equivalently, IZED as a private school offers teaching services for the exchange of financial gains. Typically, the teachers of this institution are generally graduated students while some of them are mainstream teachers.

2.3 Research Method:

In order to explore the impact of private tutoring on the EFL quality learning; two types of research instruments were used namely a questionnaire and a test. The former seeks to find the pupils' perspective toward shadow education and the latter is used to examine their learning quality. This section therefore discusses the questionnaire and the test results that are both designed for pupils, who had private tutoring in the institution of IZED EL KIFANE. It contains the research design, starting from the methods than presenting the sample population, after that it describes the research tools chosen for this inquiry.

2.3.1 Method:

This investigation is an exploratory case study research that aims to explore the influence/ impact of private tutoring impact on third-year secondary school pupils. In order to achieve this aim, the study uses the mixed-method approach, as both qualitative and quantitative data are required for this inquiry.

2.3.2 The Sample Population:

The target population of this study was third-year secondary school pupils, who attended private supplementary tutoring of English in the institution of «IZED » in El KIFANE and it consists of 30 pupils who were enrolled in the academic school year of 2022-2023. They represent a combination of mainstream and nonmainstream student. Though they do not study in the same high school, they study in the same group in the institution of IZED.

When asked about their stream, the majority of the pupils (86.6%) opted for mainstream, and the rest of the respondents (13.3%) selected non-mainstream pupils as an answer. This is generally because non-mainstream pupils have more experience than the mainstream ones. Concerning their gender, the data shows that the majority of the informants were females (73.7%) and the rest of them were males representing 26.6% of the sample. Finally, the pupils were also asked about their social status. The medium class was the most participated category with rate of (83.3%) followed by the rich one with rate of (13.3%), and finally the poor category with rate of (3.33%).

2.3.3 Research Instruments:

The present study makes use of two research instruments; a questionnaire and a test.

2.3.3.1 Pupils' Questionnaire:

The questionnaire is used to probe the pupils' point of view on the phenomenon of private supplementary tutoring and to know their motivations toward it. This research tool consists of fifteen questions translated in Arabic partly because the pupils' English proficiency level is not advanced and partly to gain more valid answers (See Appendix C). Because of the time limitations, the major type of questions used in this questionnaire are close-ended questions to gain the pupil's collaboration. Hopefully, the process of answering the survey was not time consuming and the pupils were so collaborative in answering the questionnaire.

The survey consists of two sections. The first one represents six close-ended questions and it aims at collecting data about the pupils' background information including pupils' gender, streaming, social state and also their general perceptions about private tutoring including their experience with private tutoring and their educational level; to have an idea about the category of pupils that are interested in shadow education. The second section consists of nine questions, eight of them are close-ended, and only one of them is open-ended. These questions are directed to collect data about the pupils' attitude towards private tutoring and their experience with it in comparison to their formal learning. The questions pertained to the rationale behind the pupils' pursuit of private tutoring, and to describe their experience in the institution in IZED in general and attending private tutoring in specific. All in all, the objective of this questionnaire is to collect data about pupils' perspective on private tutoring and to figure out what motivates pupils to use this institution.

2.3.3.2 Pupils' Test:

The second research tool used in this investigation is a test; it is used to assess pupils' English proficiency level and to figure out if private tutoring improves the pupil's English proficiency level or it helps them only to enhance their exam marks. Accordingly, the test combines different language skills.

In fact, it is divided into three parts (See Appendix B). The first part is a reading comprehension exercise in which the pupils have to read a text and answer two questions. The first one is wh-question, and the second is a yes/no question. The purpose of these questions is to see if the pupils have understood the text and whether they can provide full, correct answers to its questions or not. The second part of this exercise is about meaning. Pupils are asked to provide synonyms and antonyms of some words from the context of the text. The purpose of this question is to see if they can guess the meaning from the context of the text or if they learn synonyms and antonyms by heart. The second part of the test is based on five grammar exercises. The aim of each one is to assess whether the respondents are fully aware of grammar rules and all their exceptions or not. The last part of the test is a written production exercise. The aim of this task is to examine the test-takers' overall writing proficiency. It is worth noting here that the pupils were not collaborative in doing the test because only thirteen out of fifty pupils did the test and it was not 100% done as many exercises were not answered.

2.4 Data Analyses:

This section is devoted to the analysis of the data gathered from the pupils' questionnaire and the pupils' test respectively.

2.4.1 Pupil's Questionnaire Results:

This subsection is set to analyse the questionnaire question by question and the main results will be presented in figures. The first section of the questionnaire aims at gathering data about the pupils' background information; including their gender, schooling, social status, and educational level. The results reveal that the majority of the sample consists of females (73.3%) and 26.6% are males (See Table 2.1.). This may be due to the interest that girls show to foreign language learning more than boys who are more interested in scientific subjects. The results in the table below outlines that the majority of the respondents (68%) are mainstream pupils while the rest (13.3%) are non-mainstream pupils. This is generally because non-mainstream pupils have more experience than the mainstream ones. The results in Table 2.1. Pinpoints that the largest population is of medium standard of living with the rate of (83.3%) while 13.3% have a high standard of living. Yet, the lowest rate (3.33%) relates to the pupils of a low standard of living. These results make sense because private education is very common among pupils with high and medium standards of living. Yet, it is not always affordable for pupils with a low standard of living .This can denote the importance of the baccalaureate exam for senior year pupils, a fact that explains why pupils from all living standards do join this intuition for extra educational support.

Items		Percentages
Gender	Females	73.3%
	Males	26.6%
Streaming	Mainstream	86.6%
	Non-mainstream	13.3%
Social status	Poor	3.33%
	Medium	83.3%
	Rich	13.3%

Table 2.1: Pupils’ Background Information

While **the first three questions** were asked to gain background information about the respondents, the next questions were more directed to private tutoring. Accordingly, **Question 4** asks the respondents whether this is their first experience with private tutoring or not. The results indicate that 77% of them said yes while 23% said no (see Table 2.2). This finding partly indicates that the pupils are highly motivated to private tutoring especially and partly in need of supplementary educational support.

Answers	Percentages
Yes	77%
No	23%

Table 2.2: Pupils’ First Experience with Private Tutoring

After that, **question 5** asks pupils on whether they have repeated a grade level in their educational progression. The results reveal that the majority of the respondents (80%) said no

and the minority (20%) said yes (see Table 2.3), a fact which demonstrates the acceptable education level of the research informants.

Answers	Percentages
Yes	20%
No	80%

Table 2.3: Pupils’ Repeating/ non-repeating a Year

Subsequently, the pupils were asked about the number of the repeated years (**Question 6**). As presented in Figure 2.1. 13.3% of the pupils repeated one academic year only while 3.33% of them repeated twice and more each. This is very comprehensive because the pupils who repeat the year two times and more view private tutoring as the solution that could prevent them from repeating the year again. Whereas, the ones who repeat the year one time attend private tutoring for they fear repeating the year or because they want to improve their exam marks

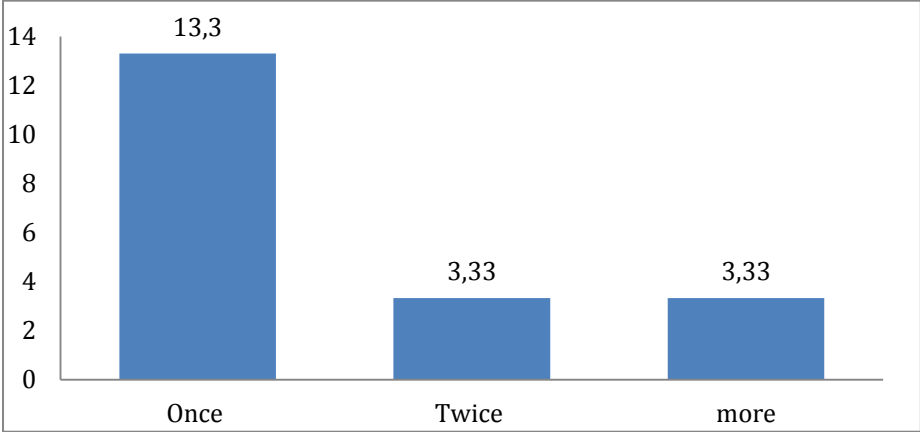


Figure 2.1: The Number of Repeated Years

The purpose of **Question 7** is to gather data about the pupils’ objectives from attending private tutoring. The leading motive that leads pupils to join private tutoring is to get a good quality of English language learning with a rate of 73.3%, followed by a rate of 66.6% to get good exam marks. Then, a rate of 50% and 33.3% are devoted to avoiding the repetition of the schooling year and improving their English proficiency level respectively

(see Figure 2.2). These findings might denote that the institution of IZED has a good reputation among pupils to improve their English exam marks and their language level.

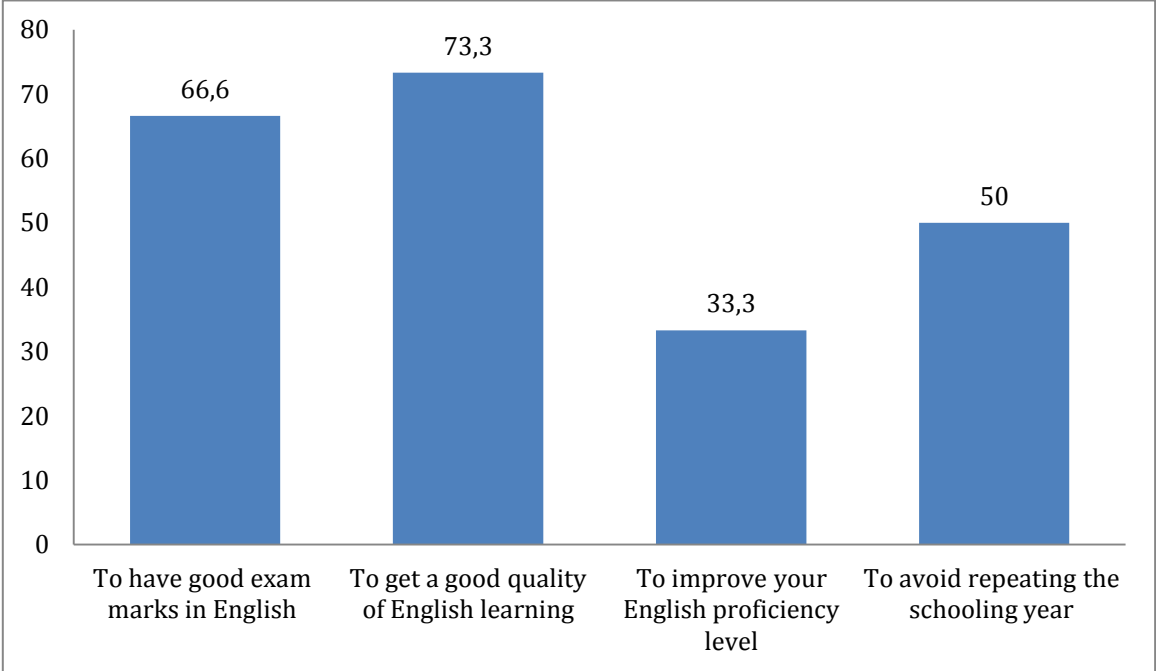


Figure 2.2: Pupils’ Objectives from Private Tutoring

Question 8 was set to investigate the factors influencing pupils to join private tutoring institutions, IZED in this case. Figure 2.3 demonstrates that the majority of pupils (50%) took the decision voluntarily while 30% and 20% were influenced by their classmates and parents respectively. This distribution of percentages can be attributed to the sense of responsibility that senior year pupils and their parents have towards their future academic achievements, basically their final exam marks.

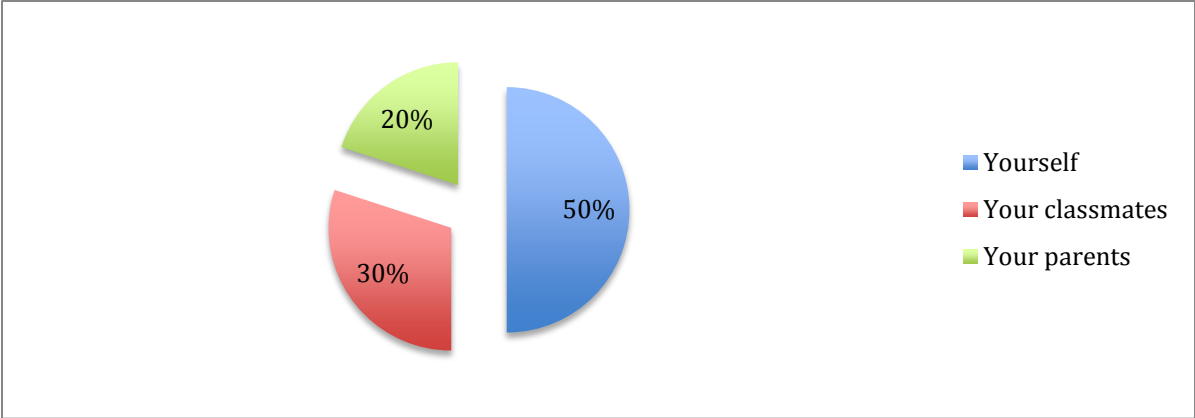


Figure 2.3: The students’ Decision Making

Question 9 and 10 are intertwined questions in that the former intends to know if the pupils value the importance of private tutoring and the latter aims at exploring the underlying reasons behind pupils’ preference to private tutoring sessions. Table 2.4 shows that the majority of the informants (86.6%) stress the importance of private tutoring and that only few of them (13.3%) do not confess its significance in their schooling. These findings signify that most pupils trust on private tutoring as if it may guarantee them good marks and success in exams.

Answers	Percentages
Yes	86.6%
No	13.3%

Table 2.4: The Importance of Private Tutoring for Pupils

The results presented in figure 2.4 report that “teaching materials” (96.6%) are what attracts them to private tutoring the most. , “teaching methods” come next with a rate of 80% and “class size” ranks last with a rate of 16.6%. Whereas, those who answered with “no” believed that the pupils can get support from online sources such as YouTube channels and they assumed that anyone can improve his performance by answering many activities and doing many tasks and assignments at home. Apparently, the teaching materials and the way of teaching are perceived as more effective and efficient in IZED institution than those of their Secondary Schools.

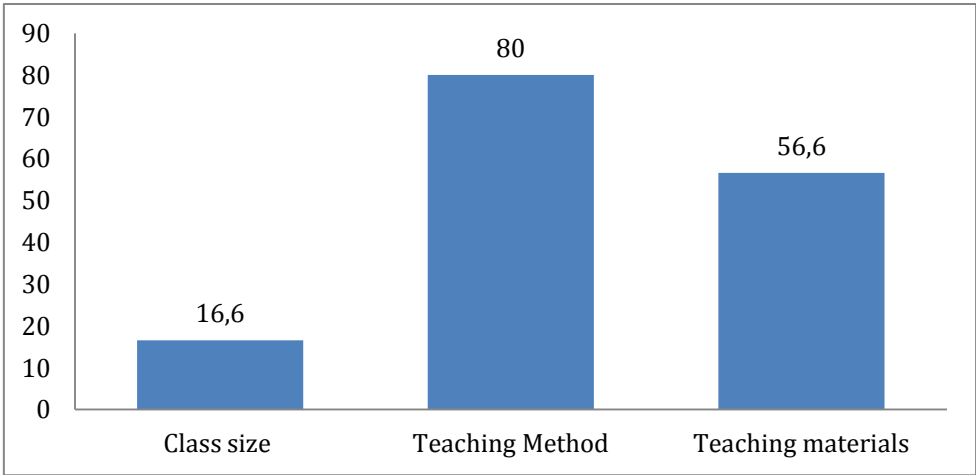


Figure 2.4: Leading Reasons to Private Tutoring

The purpose of **Question 11** is to determine whether or not private tutoring has a positive effect on pupils’ academic achievements. The analysis of the obtained data reveals that almost all of the informants (97%) show a positive correlation between private tutoring attendance and their academic achievements while very few pupils (3%) relate private tutoring to negative outcomes as depicted in Table 2.5. This data provides evidence of the beneficial impact that private tutoring can have on pupils’ academic achievements.

Answers	Percentages
Yes	3%
No	97%

Table 2.5: Private Tutoring and Pupils’ Academic Achievements

Question 12 aims at determining the language element /skill that students have made the most progress in. The Data outlined in the graph below reveal that Grammar has experienced the highest improvement rate with 96.6%, followed directly Vocabulary with a rate of 70%, then Reading Comprehension with 66.6% and Written Comprehension with 53.3%. Yet, Speaking represents the lowest rate with 20% (See Figure 2.5). As mentioned before, these findings can be attributed to the teaching materials and methods employed by private tutors.

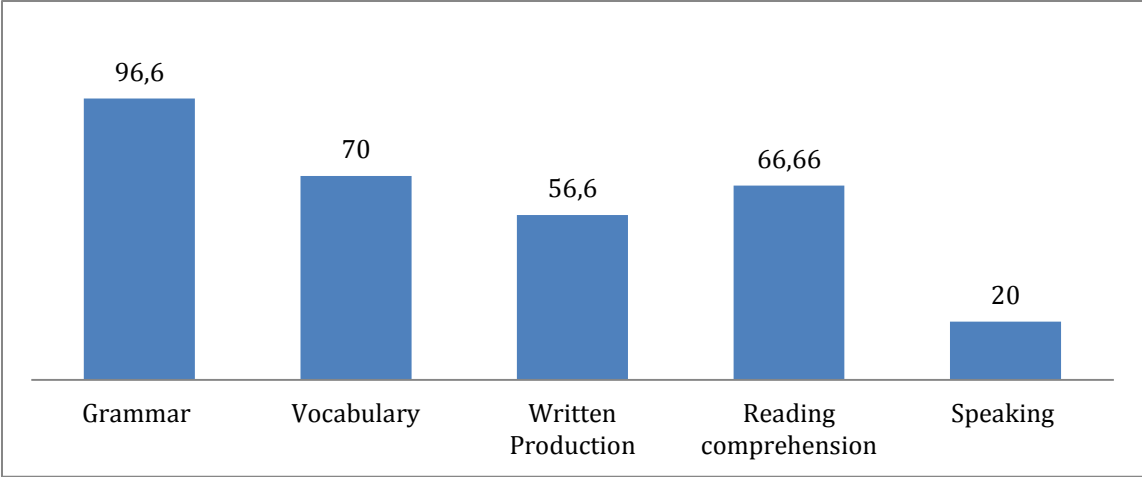


Figure 2.5: Private Tutoring and EFL Language Element/Skill Enhancement

In **Question 13** pupils were asked about the number of private tutoring sessions that they engage in per week. The findings depicted in Figure 2.6, indicate that the majority of them (93.3%) attend private tutoring sessions once a week and none chose “three times” !. However, just 6.66% pupils attend tutoring sessions more than twice a week, implying that they seek additional support for other subjects like French, and Spanish.

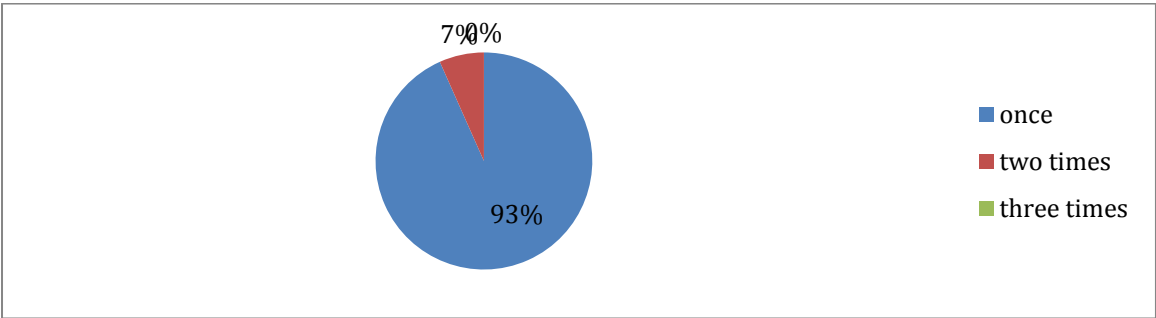


Figure 2.6: The Times that the Pupils Attend Private Tutoring

Question 14 asked pupils about their perspectives regarding the learning goals they accomplish through private tutoring. The outcomes of this inquiry demonstrate that the majority of the responses (66.3%) indicate that private tutoring assists students in achieving both short-term and long-term English learning goals. Conversely, a smaller portion of respondents (23.3%) mentioned solely short-term goals while only (10%) of them focused on long-term learning goals; as Figure 2.7 illustrates . This is maybe because private tutoring

meets pupils' needs whether they are about their academic achievements or their English language proficiency level.

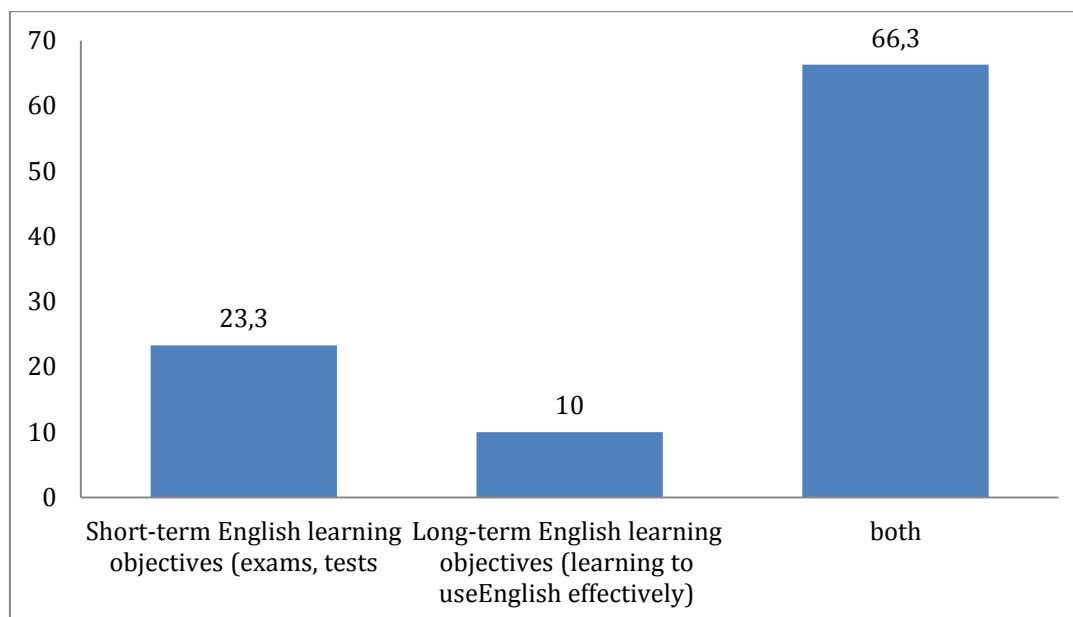


Figure 2.7: Private Tutoring and Pupils' Short/Long-term Goals

The last question in the questionnaire (**Question 15**) seeks information about the learning environment in which students have the opportunity to learn English comprehensively. The results outlined in Figure 2.8 point out that the majority of respondents (93.3%) indicated that in IZED they are more exposed to learning various aspects about English compared with their ordinary schooling while only a small percentage (6.66%) mentioned that they experience comprehensive English learning in their high schools. This suggests that students in the private institution feel more involved and benefit from greater learning opportunities in IZED than in their Secondary Schools.

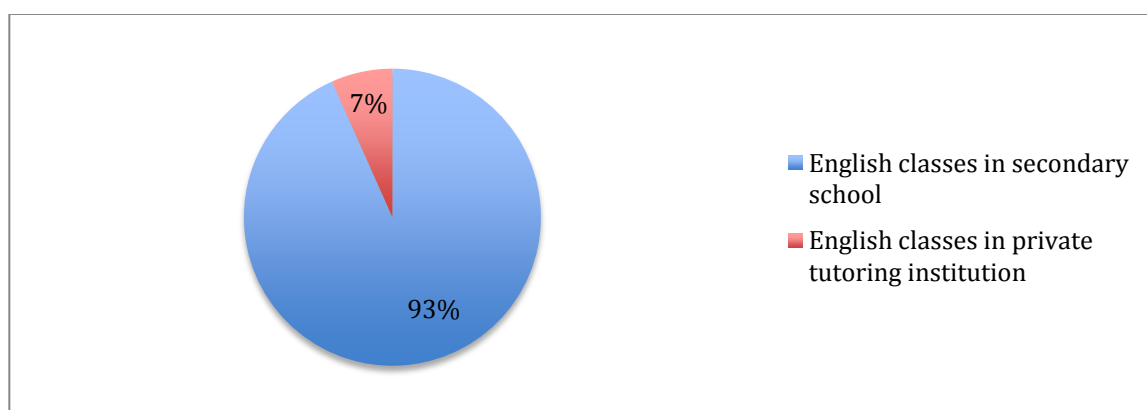


Figure 2.8: Pupils' Best Exposure to EFL Learning

2.4.2 Pupil’s Test Results:

The present analysis is a representation of the test results which was directed to third year secondary school pupils who were enrolled in private supplementary tutoring in the institution of IZED. The test is divided into three parts; the first part is about reading comprehension and text exploration, the second part is concerned with language structure and the linguistic competence, and the last part is allocated to written production.

The figure below shows that the test scores were divided into three categories, each one representing the score grouping and the number of pupils attaining that score. The highest score was between 10 and 13 points out of 20. The results indicate that only three students have that score. The rest of the respondents got under the average mark and their group is divided into two categories. The first one gathered seven pupils and their marks were between 6 and 9 out of 20. The last one involved five pupils and their grades range between 3 and 5.75 out of 20. This can be due to their inability to answer the test activities because most pupils skipped many activities in the test.

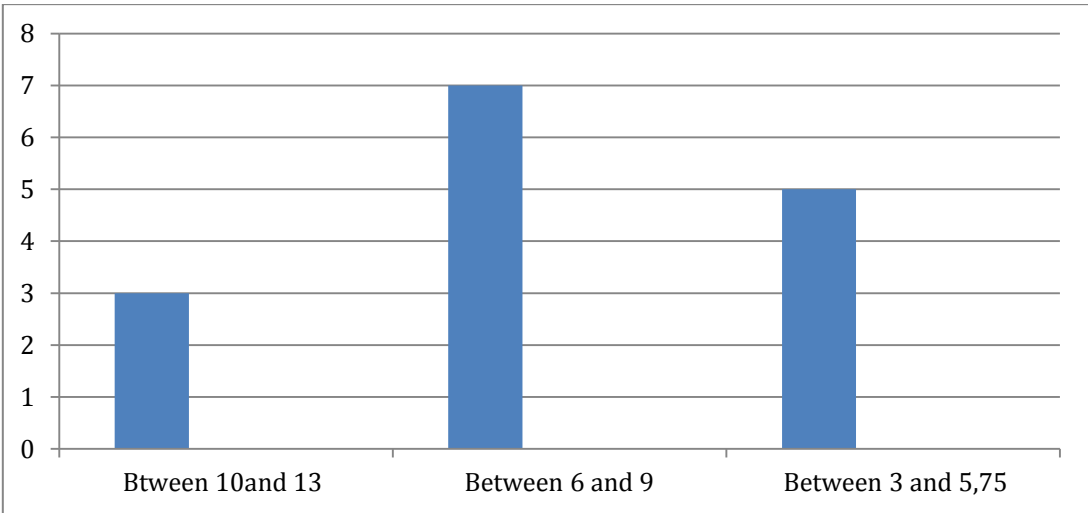


Figure 2.9: The Test Score Categories

A. Text Exploration Results:

This part consists of three questions: the first one is a yes/ no question. The second and the third questions test pupils' vocabulary knowledge in that one question asks them to find synonyms in the text while the other is about finding antonyms.

Question 1: Yes / no Question.

The figure demonstrates that the majority of the sample (6 pupils) provided the correct answers. Yet they did not write the full answer as only 4 of them wrote the correct full answers. The rest of them (5 pupils) gave wrong answers. This can be because they did not understand the text.

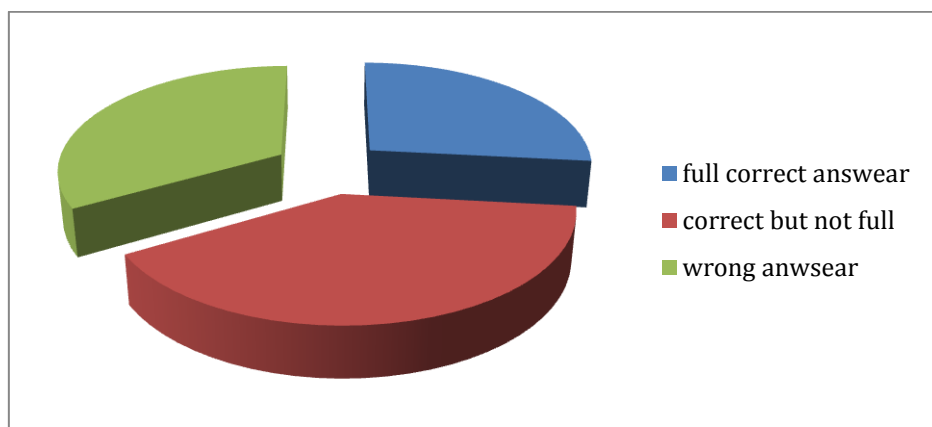


Figure 2.10: Pupils' Answers on yes/no Questions

Question 2: Finding Synonyms

The majority of the simple did not answer this question, maybe because they were not able to guess the meaning from the context or because they have limited vocabulary knowledge. However, five of the pupils provided wrong answers. While only three gave the correct answer.

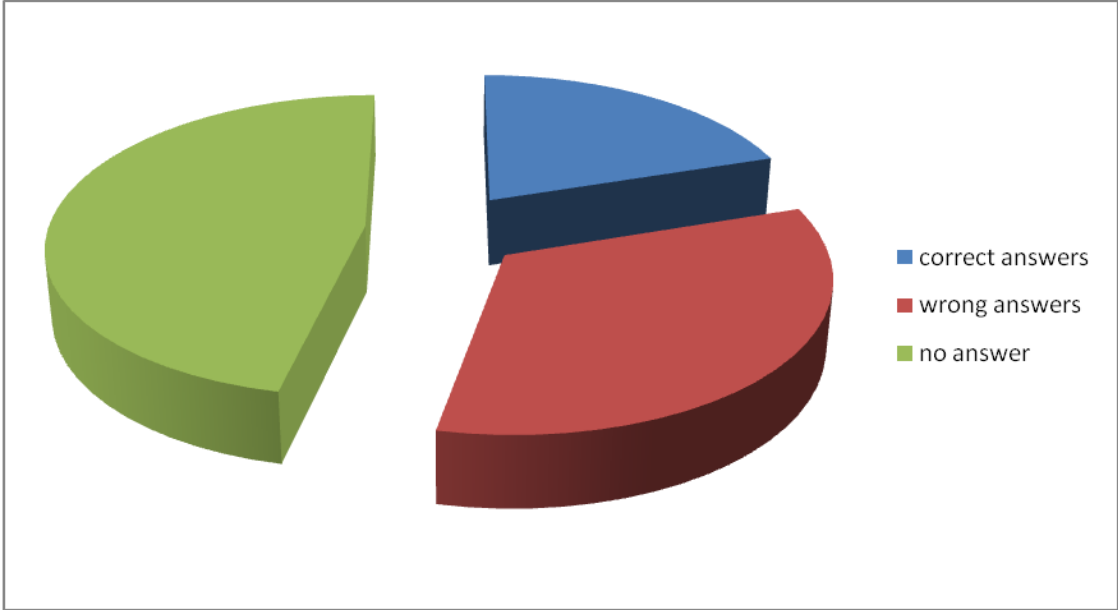


Figure 2.11: Pupils' Answers on Synonyms

Question 3: Finding Antonyms

The figure presents three types of results: the first one, shows that most pupils (8) did not answer the question. This may be because they have a lack of vocabulary. The second type demonstrates that only 4 pupils provided the correct answer while the rest of the respondents gave wrong answers.



Figure 2.12: Pupils' Answers on the Antonyms Questions

B. Grammar Activities:

The scope of this part is mainly about language structures and linguistic competence.

Question4: Sentence Functions

The figure outlines that the majority of the pupils (6 pupils) got one point out of two points, 5 of them got half a point and only 4 respondents got one point and half. Yet, no one got the full mark, a fact which demonstrated that the pupil lack considerable linguistic competence.

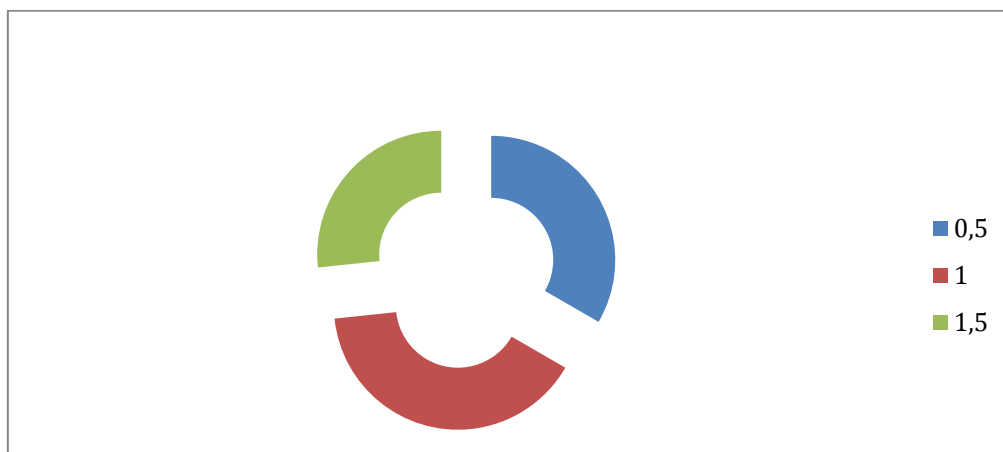


Figure 2.13: Pupils' Answers on Sentence Functions

Question 5: Time Conjunctions

The figure represents that the majority of the respondents got half a point out of two points with rate representing 8 pupils, and the minority of them had one point with a rate representing only 3 pupils, while the rest got one point and half pupils with a rate representing 4 pupils. These results may attribute to their misuse of time conjunctions.



Figure 2.14: Pupils' Answers on the Time Conjunctions Activity

Question 6: Tenses

The figure shows that few of the pupils got only the half mark of the full score of this activity and the majority of them did not answer and if they did they got only half a point out of four. This can be related to their lack of awareness or inappropriate use of adverbs of frequency.

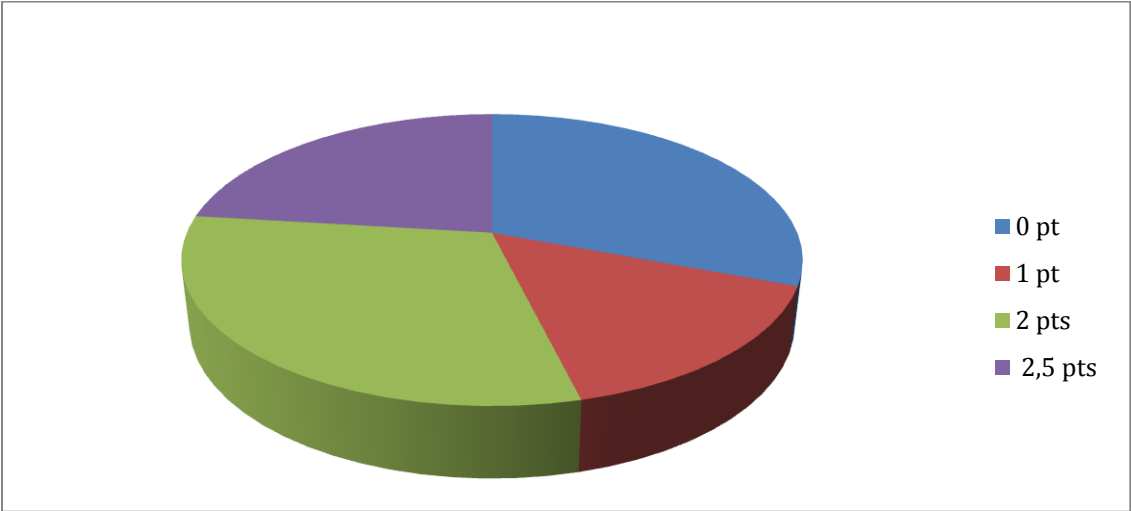


Figure 2.15: Pupils' Answers on the Tenses Uses

Question 7: Conditional Use

The figure outlines that the majority of the informants (8 pupils) did not know the correct answer of that activity, while 4 of them got between one point and a half and one point seven five points out of two points while the remaining three pupils had two points. These results were due to their lack of knowledge and practice of conditional sentences.

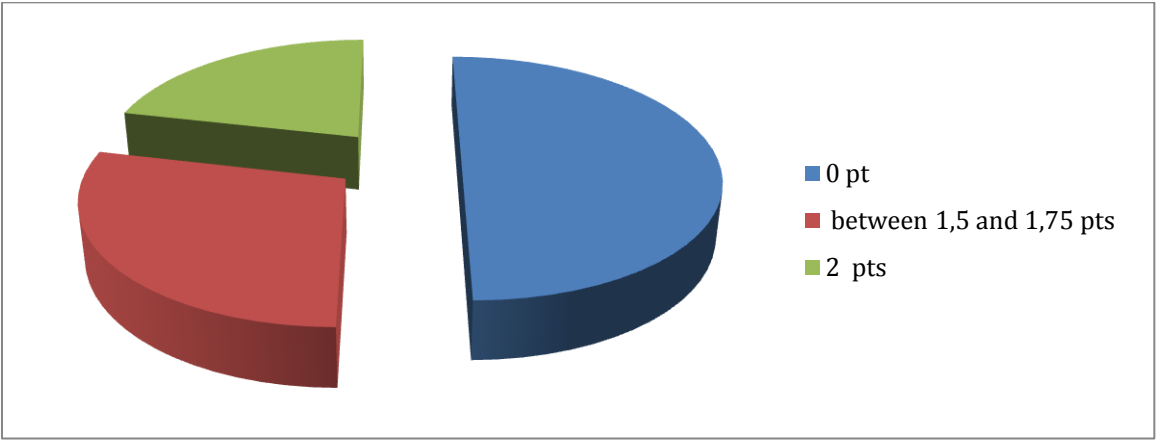


Figure 2.16: Pupils' Answer on the Conditional Activity

Question 8: Expressing Certainty and Necessity using “Must”

The majority of the pupils (six 6 pupils) had one point out of two points, five of them got one point and the rest (4 pupils) did not answer. This is because they do not differentiate between using must to express certainty and necessity.

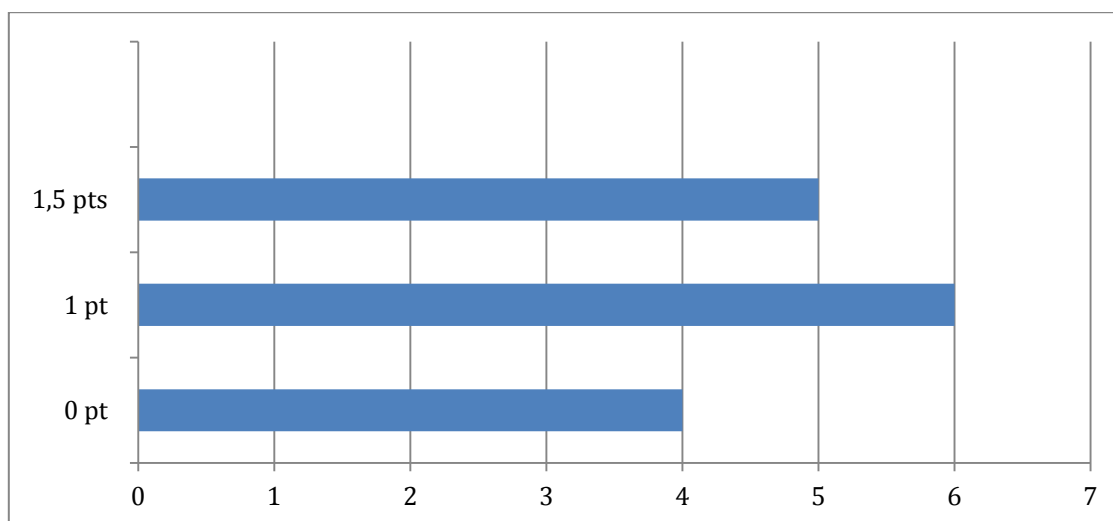


Figure 2.17: Pupils’ Answer on the Activity of Expressing Necessity and Certainty Using “must”

C. Written Expression:

This question is designed to evaluate the pupils’ writing performance.

Question 9: Paragraph Writing

This rubric was set to evaluate pupils’ written production. This activity is graded out of four points and a half. Its scale is divided as follow: one point and half for unity and paragraph structure (topic sentence, three supporting sentences and a concluding sentence), one point for the appropriate use of the simple present and simple future. One point for coherence and cohesion and the half point that remains is for the word choice. It is important to note here that not all the respondents wrote the paragraph in that they skipped this activity. When analysing pupils’ paragraphs some common mistakes were noticed and some remarks were provided accordingly. The first common remark is that the same sentences were repeated in more than two paragraphs, and there was no cohesion or coherence in almost all of them. Another remark is some of the paragraphs were totally out of topic. For example, they wrote goodbye letters or they gave advice for the next baccalaureate examiners, and others were complaining about their mainstream teachers. Speaking about the form, they misused the

future tense when they wrote about their future plans. This does neglect the fact that there was a paragraph that is correct in terms of form. This detonation in language proficiency can be due to the pandemic situation that makes them far from the educational environment for a long period of time, or it could be due to their carelessness since this test was just a voluntary work so the pupils' answers could be improper.

2.5 Discussion:

After analysing the students' questionnaire and test, it is noticeable that they have a positive perspective towards private tutoring as the majority of them claim its importance for senior year; especially among mainstream pupils, because they are less experienced with foreign language learning and they have higher expectations on supplementary private tutoring as it was their first time sitting for a baccalaureate exam. Their main drive towards private tutoring is to learn English in a better teaching quality environment, and to improve their exam marks and avoid failing their baccalaureate exam and repeating the school year. This means that they like attending private tutoring classes since learning and teaching quality in formal schools is of low quality. They also claim that the teaching methods and materials are better than the ones of mainstream schools and their results improved better especially in grammar and reading comprehension activities.

However, their test results prove the opposite because none of them had a full mark in the grammar activities or even in the text exploration part. The questionnaire results reveal that the pupils believe that attending private tutoring will help them achieve long and short term goals, and they are more exposed to learn English in different areas in private tutoring. Theoretically speaking this could happen, but the results of the test show that the language proficiency level of the pupils who join private supplementary tutoring is deteriorated and private tutoring cannot enhance it because the mechanism of language acquisition is so complicated and it needs to be reformed from the base, doing grammar exercises extensively or learning paragraphs by heart or training them on solving the previous baccalaureate exams may enhance their exam marks, but not their language learning process, because what is revealed in the test is that the majority of them lack linguistic competencies (grammar, vocabulary, written mechanics) .

Thus, the first hypothesis that claims "private tutoring facilitates language learning and accelerates meeting the pupils' final needs." is invalid; private tutoring proves to limit the language learning process and encourage the teaching to test approach rather than improving

the language learning process. This indicates that supplementary private tutoring affects the English learning quality of pupils negatively by making learners focus on their test taking skills and neglecting their language proficiency level. Besides, private tutoring proves to neglect the teaching of many language skills, among them speaking, vocabulary, process writing and the exceptions involving many grammar rules and so on.

2.6 Suggestions and Recommendations:

The purpose of this study is first to enhance the third-year secondary school pupils' English language learning quality. For that sake, the findings of the present investigation determine some pedagogical recommendations that would serve to improve the situation in question. Below are some recommendations:

The governments should take some serious actions towards shadow education in general and private tutoring in specific. Firstly, private tutoring is receiving great attention from pupils and their parents and not from principals and academics, a fact which makes its integration non-academic and unsystematic but profitable and financial. Secondly, it proves to have negative impacts on the pupils' English language learning process as they believe that as long as their marks are enhanced, they are progressing in their English learning but this is totally wrong because language learning could not be measured by exam/test marks. The government also should review the third year secondary school pupils' curriculum as it may appear so overloaded for pupils which impose them stress and worries.

If private tutoring is that important and necessary to senior year pupils, this tutoring should be integrated in a more affordable, systematic and appropriate way to serve all its users and make them gain its maximum benefits and hence benefit all pupils and of all categories of social states from poor to rich. Moreover, it is equally important to employ more qualified teachers and more responsible ones as many pupils complain about the teaching quality in mainstream schools. Thus they encourage pupils to engage in group study sessions rather than relying on self-study for enhancing language proficiency, and fostering the love of learning instead of solely improving results (exam marks).

2.7 Limitations of the Study:

As any research, this research has some limitations. The first one is time constraints ; that lead the researcher to use only questionnaires and tests as data collection tools while the use of classroom observation would be vital to observe teachers' private tutoring practices in

particular and pedagogy in general. The second limitation is the trustworthiness and lack of collaboration of the pupils who sat for the test. In fact, as it was impossible to make them pass the assessment in a session of one hour, because it is a private institution, the pupils did the test at home and it took them fifteen days to finish it. Add to that, though the research participants were thirty pupils, only fifteen pupils did the test. Finally, the current study needs more attention especially in the Algerian context and the most important issue is analysing the mode and pedagogy used in shadow education to figure out what kind of influence the supplementary private tutoring has on language learners

2.8 Conclusion

This chapter is only concerned with the practical part of the thesis. Thus, it represents the research methodology used, plus the sample population from which the data were collected. The two data collection instruments; the first one is a questionnaire and the second is a test Which were both directed to third year secondary school pupils who attended private tutoring sessions in the institution of IZED EL KIFANE. The main research findings indicated that pupils have positive attitudes toward private tutoring and they seek it to improve their exam marks. However, the test results show that this tutoring limits their English learning process by emphasising on exam taking skills and neglecting other language skills such as speaking, writing and vocabulary.

All in all, private tutoring could be a short term solution to enhance exam marks and make a small progress in learning in general, but in foreign language learning context it is quite impossible to rely on it. Based on these findings, some recommendations for improving private tutoring in Algerian institutions were put forward together with some directions for further research on this topic as far as the limitations that hampered this investigation are concerned.

General conclusion

General Conclusion:

The theme of this thesis is primarily concerned with private supplementary tutoring and its influence/impact on third-year pupils' EFL learning process. Its main objective is to analyse the reasons that lead pupils to seek shadow education and to find out how that can influence/affect their English learning quality. To meet these ends, the researcher makes use of different types of research methods and research tools and the obtained results are analysed both quantitatively and qualitatively so as to come up with conclusions as to the research hypotheses underlying the present study. First and foremost, this inquiry is divided into two chapters. It starts with a general review of the previous literature related to the phenomenon of private tutoring; by providing a definition of private tutoring. Then it moves to the description of its scope. Next it explains how private tutoring can overshadow regular schooling. And then it determines its advantages and disadvantages from this standpoint it moves to the explanation of the curriculum design and the pedagogy used by teachers in private education, and finally citing the potential negative effect that private tutoring can have.

The second chapter was totally practical. It concerns mainly with the field work and the research methods used to collect data about this topic; it contains rubrics of the questionnaire and the test analysis which was both directed to pupils who join supplementary private tutoring in the institution of IZED EL KIFANE. And then it moves to discussing the obtained results to test the proposed hypothesis. Typically, the results revealed the effectiveness of the hypothesis that says private supplementary tutoring limits the language learning process and supports the teaching to test approach. Because the questionnaire results show that the majority of pupils join private tutoring to enhance their exam marks. Thus the hypothesis which claims that private tutoring facilitates language learning and accelerates meeting the pupils' final needs is non-valid and it is proved throughout the test results, their limited knowledge of ENGLISH language skills is indicative of their sufficient familiarity with a plethora of foundational information pertaining to the subject matter. Due to the negative impact that shadow education has on pupils' learning quality, the researcher suggests some recommendations partly to overcome the drawbacks of private tutoring on pupils' EFL learning and partly to take a maximum benefit from its supplementary use by pupils if there is no chance to stop its wild spread of it.

Therefore, it is suggested that teachers, pupils, and their parents should be cautious when integrating private tutoring as a supplementary course to pupils' ordinary courses

General conclusion

should be aware of when and how to use private tutoring for the sake of making pupils benefit from it and avoid its negative drawbacks.

To conclude with, it is believed that the over usage of private tutoring in many educational subjects makes pupils, parents, and teachers generalise its use even to foreign language learning and that what makes its impacts increase as far as EFL learners' are concerned. Language learning development must be plainly and indebtedly guided and not imitated to learning correct language forms and test taking skills. To say this differently, learning a language for the sake of getting a desired mark will not improve its acquisition. As a matter of fact, it will make it harder for pupils to learn it adequately in terms of skills and properly in terms of process. Private tutoring is certainly useful in other subjects like mathematics, biological sciences, and physics to name a few but not foreign languages.

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Appendix A:

Private tutoring and EFL pupils' learning quality

"A blessing or a curse":

The case of Third-year Secondary School pupils

This survey is designed to collect data about third year secondary school pupils' perceptions on private tutoring and its impact on their English language learning process.

You are kindly asked to answer this questionnaire by either choosing the right option for you or writing a full answer. Please note that the information you will provide is confidential and will only be used for scientific purposes.

Thank you

1. Gender
 - Male
 - Female

2. Are you ?
 - Mainstream student
 - Non mainstream student

3. Social state
 - High
 - Medium
 - Low

4. Is this your first experience with private tutoring?
 - Yes
 - No

5. Did you repeat the year?
 - YES
 - NO

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6. If yes. How many times?

Once

Twice

More
.....

7. you attend this institution:

To have good exam marks in English

To get a good quality of English learning

To improve your English proficiency level

To avoid repeating the schooling year

Other :
.....

8. Who advise you to join this institution

Yourself

Your classmates

Your parents

others :

9. Do you think that English private tutoring is a must to 3rd year secondary pupils?

Yes

No

If yes why ?
.....

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If no why?

.....

10. If yes, is this because of :
- | | |
|--------------------|--------------------------|
| Class size | <input type="checkbox"/> |
| Teaching Method | <input type="checkbox"/> |
| Teaching materials | <input type="checkbox"/> |
11. Are your results enhancing?
- | | |
|-----|--------------------------|
| YES | <input type="checkbox"/> |
| NO | <input type="checkbox"/> |
12. Which aspect you are progressing in most?
- | | |
|-----------------------|--------------------------|
| Grammar | <input type="checkbox"/> |
| Vocabulary | <input type="checkbox"/> |
| Written Production | <input type="checkbox"/> |
| Reading comprehension | <input type="checkbox"/> |
| Speaking | <input type="checkbox"/> |
13. How often do you attend English private tutoring sessions per-week?
- | | |
|--------------------|--------------------------|
| Once a week | <input type="checkbox"/> |
| Twice a week | <input type="checkbox"/> |
| Three times a week | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |

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14. In your opinion, will private tutoring help you attain:

Short-term English learning objectives (exams, tests)

Long-term English learning objectives (learning to use English effectively)

Both

According to you, which learning environment exposes you to all aspects involving your English learning?

15. English classes in secondary school

English classes in private tutoring institution

Thank you for your efforts

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Appendix B:

Test:

Reading and Comprehension:

Business ethics, undeniably a current field, distinguishes itself through its importance in the beginning of the 21st century, after it started building its academic way in the capitalist world. Ethics also has a significant role for business. The most important ethical issues highlighted are: honesty, respect, fairness, transparency, dignity, etc.

I believe that implementation of ethics can have a much broader dynamic if the politicians would place greater emphasis on promoting ethical values, from personal example to major decisions taken in an institutional setting. In conclusion, business ethics remains on an upward trend in international business due to the influence of external factors such as competitive political and business environments in other countries, but also due to internal competition and consumers, to the general public, who become increasingly informed in the field of business ethics. The ethical need is required in order to create an external ethical image, and to have a functional and credible business environment. The development of business ethics as an intrinsic value remains a perspective worth imitating and developing.

Burcea.N, Croitoru.I. BUSINESS ETHICS. Journal of Public Administration, Finance and Law.

1) text exploration:

1) Read the text and answer the following questions:

Q1).Is business ethics an ancient field from the 18th century? (1pt)

Q2).how can the implementation of ethics have a broader dynamic?(1pt)

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2) what is the meaning of these words?(0.5pt)

Tendency=.....

Trustworthy=.....

3) What is the opposite of these words?(0.5pt)

Ambiguity≠.....

deterioration≠.....

4) Read the sentences below and say if they express: advice ,order, request.(2pts)

- Don't enter the temple with your shoes on, it is unethical.(0.5pt)
- A: Can you show me the way to the police station, please?(0.5pt)
- B: Sure, go straight forward walking on foot for ten minutes, you will find it on your left side.(0.5pt)
- It is high time to prepare yourself, so stop being stressful and instead start the revision. (0.5pt)

5) Read the sentences below. Then fill in the gaps with the appropriate word:(2pts)

-he had left the university. He called a taxi to drive him home. (before/after/until).(0.5pt).
-we had decided what to eat, we called the waiter (one, once, after). (0.5pt).
- Don't tell anyone about your goals you have achieved them.(until, once, Before). (0.5pt).
-my warning not to do it, they went on buying useless items.(even though, after).(0.5pt)

6) Put the verb between brackets in the right form :(3pts). (0.5pt) for each verb.

- As a child, my mother always (to wake me up/) early in the morning to go to school. But now I (to set/.....) the alarm.

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- Students often (to eat) outside their homes because .They (to prefer/.....) junk food.
- He is never (to satisfy/.....) with his work.
- Five years ago, I (to have/.....) the habit (to practice) sport. Nowadays, I (to prefer/.....) going to the gym.

7) Put the verbs between brackets in the right form :(2pts).

- If I (not to be) poor, I would eat in restaurants every evening. (0.5pt).

:

-
- If I (to be) you, I would be so proud.(0.5pt).

:

-
- I would quit my job, If she (to be) my boss.(0.5pt).

:

-
- If I (to speak) perfect English, I (not/need) lessons.(0.5pt).

:

8) read the following sentences carefully and say what “must” expresses in each one :
certainty or necessity.(2pts)

- I must remember to pack my umbrella tomorrow, as there is a chance of rain in the forecast.(0.5pt).

:

-
- The. sun must rise in from the east every morning.(0.5pt).

:

-
- The teacher must have given us the correct answers; she's very experienced. (0.5pt).

:

-
- You must keep an eye on your belongings, as there is a possibility of theft in crowded

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areas.(0.5pt).

:

9) Write a paragraph about the following topic:

Topic: write a small paragraph of 5 sentences in which you will describe your experience as a third year secondary school pupil who will pass a baccalaureate exam and what are your plans after joining the university (what branch will you choose and why you choose it?)

Thank you for your answer

Appendix C:

The translated questionnaire

"مدى جودة تعلم اللغة الانجليزية كلغة أجنبية في ظل وجود الدروس الخصوصية".
تلاميذ السنة الثالثة ثانوي
-دراسة تطبيقية-

استمارة استبيان

صمم هذا الاستبيان لغرض جمع معلومات حول تأثير الدروس الخصوصية على تلاميذ السنة الثالثة ثانوي. يرجى منكم ملء الاستمارة باختيار الجواب المناسب لكم في الخانات المناسبة أو كتابة الجواب في الفراغ الموجود. نعدكم بأن المعلومات ستبقى سرية و سيتم استخدامها لأغراض البحث العلمي و حسب. شكرا على تعاونكم.

اختر الجواب المناسب لك بوضع علامة ×:

1. الجنس:

ذكر
أنثى

2. هل أنت:

تلميذ نظامي
مترشح حر

3. المستوى المعيشي:

غني
متوسط
فقير

4. هل هذه تجربتك الأولى في الدروس الخصوصية

نعم
لا

5. هل أنت معيد السنة؟

نعم
لا

6. إذا كانت إجابتك بنعم فكم مرة أعدت السنة؟

مرة
مرتين

أكثر

7. لماذا تترتاد هذه المؤسسة؟

للحصول على نقاط أفضل
 لأن جودة تدريس اللغة الانجليزية في هذه المؤسسة أفضل
 لتحسين مستواك في اللغة الانجليزية
 لكي تتجنب إعادة السنة الدراسية

- أسباب أخرى اذكرها:

.....

8. من نصحك بالانضمام إلى هذه المؤسسة؟

نفسك
 أصدقائك في الثانوية
 أبويك

- أسباب أخرى اذكرها:

.....

9. هل تعتقد إن الدروس الخصوصية لمادة اللغة الإنجليزية إجبارية لتلاميذ السنة الثالثة ثانوي؟

نعم
 لا

10. إذا أجبت بنعم فهل بسبب :

اكتضاض القسم في
 ثانويتك
 طريقة
 التدريس
 س
 أدوات
 التعلم

- إذا أجبت بلا فلماذا في نظرك ؟

.....

11. هل تحسنت نتائجك الدراسية ؟

نعم
 لا

12. ما هو المجال الذي تحسنت فيه أكثر ؟

القواعد
 المصطلحات
 التعبير الكتابي (الوضعية الإدماجية)
 القراءة وفهم النص
 التعبير الشفوي

13. كم مرة تترتاد في حصص الدروس الخصوصية أسبوعيا ؟

مرة في الأسبوع
مرتين في الأسبوع
ثلاث مرات في الأسبوع
أكثر

14. هل تعتقد بان الدروس الخصوصية
ستساهم في بلوغ :

أهداف قصيرة المدى للـ

اللغ

ة

الإذ

جليد

زينة

(نقا

ط

جيد

ة

في

الا

ختبا

را

ت

(

أهداف بعيدة المدى للتعلم فة

الإذ

جليد

زينة

(اسد

تخذ

ام

اللغ

ة

بإح

ترا

(ف

كلا

هما

14. حسب رأيك ما هي البيئة التي جعلتك لكثير عرضة للتعلم اللغة الإنجليزية من كل مجالاتها ؟

التعليم النظامي في الثانويات
التعليم في الدروس الخصوصية

شكرا على إجابتكم.

