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**The Attitudes of first year ELT Students towards Private Tutoring in
Learning English as Foreign Language**

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of Master in English-Didactics.*

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Table of contents

Acknowledgements	
Abstract	01
list of Tables	
Chapter I : Introduction	
Background	02
Excessive private tutoring in Algeria	02
Statement of the Problem	03
Rationale behind conducting this research	05
Significance of the study	05
Definition of Terms	06
Chapter II : Literature Review	
Terminologies of private tutoring	08
Definition and parameters of private tutoring	09
Forms of private tutoring	10
The duration and intensity	11
Who receive private tutoring?	11
The Major Factors that Underpin the Spread of Private Tutoring	11
Student-level factors	11
School-level factors	13
Country-level factors	14
the effects of the prevalence of private tutoring on public education, society and students’ academic achievement	16
Educational dimension	16
Social - economic dimension	17
Academic achievement	18
Social implications	19
The consequences of pressure on students	19

On social relationship and social inequalities:	20
algerian government policies on private tutoring	21
Private Tutoring in TEFL	22

Chapter III :Research Methodology and Data Analysis

Data collection	26
Characteristics and Procedure of my Research	26
Sampling	27
Instruments	27
Procedure	28
Survey	28
Method of analysis	28

Chapter IV : Findings and Analysis

Part one: the Students' cognitive attitudes	31
Part Two: the students' behavioral attitudes	43
Part Three: the Students' affectional attitudes	49
Discussion	56
Students' beliefs towards private tutoring	56
Students' behavioral attitudes towards private tutoring	57
Students' affective attitudes towards private tutoring	57

Chapter V : Limitations, Recommendations and Conclusion

Limitations OF THE STUDY	60
RECOMMENDATIONS FOR FUTURE RESEARCH	60
Conclusion	62
References	
Appendixes	

List of figures

Figure 1: Ratio of Students Attending Private Tutoring	31
Figure 2: Private tutoring is more effective in learning EFL	32
Figure 3: Private Tutoring is Most Beneficial for Secondary School Students	33
Figure 4: The importance of PT in improving the Students' Academic Achievements	34
Figure 5: the importance of PT in improving the Students' English Examination Scores	35
Figure 6: the importance of PT in enhancing students' critical thinking skills	36
Figure 7: the importance of PT in teaching students to become independent learners	37
Figure 8: students receiving more individualized instruction and actively engaged in learning through private tutoring	38
Figure 9: Private tutoring focused on covering the same topics as the school curriculum	39
Figure 10: the instructional Methods and the Learning material used in teaching English were the same to those used in regular classroom teaching	40
Figure 11: tutors provide students with learning strategies and give them feedback about their English learning progress	42
Part Two: the students' behavioral attitudes	43
Figure 12: students have more interaction with private tutors	43
Figure 13: students are interested in PT courses because private tutors are more inspiring in teaching English	45
Figure 14: students become more confident in their study after taking private tuition	46
Figure 15: students who receive PT in English mainly do homework, repeat the contents of curriculum, and engage in practicing	48
Figure 16: students feel that PT encouraged them to analyze English subject in a deeper, more analytical manner	50
Figure 17: students feel that PT put more emphasis on solving problems and practicing	51
Figure 18: Students enjoy the use of humor into the tutoring session	52
Figure 19: students like the teaching materials used during a tutoring session	53
Figure 20: students enjoy the video presentations, songs or works of literature used by private tutors	54
Figure 21: Students are satisfied with the lesson provided by private tutor	55

List of tables

Table 1	Ratio of Students Attending Private Tutoring	30
Table 2	Private tutoring is more effective in learning EFL	31
Table 3	Private Tutoring is Most Beneficial for Secondary School Students	32
Table 4	The importance of PT in improving the Students' Academic Achievements	33
Table 5	the importance of PT in improving the Students' English Examination Scores	34
Table 6	the importance of PT in enhancing students' critical thinking skills	35
Table 7	the importance of PT in teaching students to become independent learners	37
Table 7	students receiving more individualized instruction and actively engaged in learning through private tutoring	38
Table 8	Private tutoring focused on covering the same topics as the school curriculum	39
Table 9	the instructional Methods and the Learning material used in teaching English were the same to those used in regular classroom teaching	40
Table 10	tutors provide students with learning strategies and give them feedback about their English learning progress	41
Table 11	the students' behavioral attitudes	43
Table 12	students have more interaction with private tutors	44
Table 13	students are interested in PT courses because private tutors are more inspiring in teaching English	46
Table 14	students become more confident in their study after taking private tuition	47
Table 15	Students are satisfied with the lesson provided by private tutor	49
Table 16	students feel that PT encouraged them to analyze English subject in a deeper, more analytical manner	50
Table 17	students feel that PT put more emphasis on solving problems and practicing	51
Table 18	Students enjoy the use of humor into the tutoring session	52
Table 19	students like the teaching materials used during a tutoring session	53
Table 20	students enjoy the video presentations, songs or works of literature used by private tutors	54

Abstract

One of the educational problems is the issue of private tutoring, which has become a widespread phenomenon in society and a source of concern for parents, students and officials. Which is a problem suffered by many countries including Arab countries, especially Algeria. Private lessons are meant for students to study at the hands of teachers away from the classroom. In the last few decades most of students especially those who have professional exams such as baccalaureate exam turned their attention towards learning English as foreign language through private tutoring. In the light of this tight, the current research aims to investigate the attitudes of students towards private tutoring in learning English as foreign language. In this vein, data were collected quantitatively using a survey. Participants were selected randomly from English first year level at Dr Moulay Tahar university in SA DA. To this end, the findings demonstrated that most of the tutees display positive attitudes towards learning English as foreign language through private tutoring. The results also revealed that the central factor revolves around school level factor and students' academic achievement..

Chapter One

Introduction

Background

Education is one of the most important investments a country can make in its people and its future. From a national point of view, it goes without saying that the success of countries rests on the quality of their workforce “in the knowledge-based and globalized societies” (Bray, 1999, p.10). In this respect, each country focuses on enhancing the quality of public education. For example, in America, the government tried to make efforts to enhance the quality of public education after the national report, ‘A Nation at Risk (1983),’ was published.

From an individual point of view, education is also the best investment for future careers and upward social mobility. In this respect, “as entry into universities and professional careers grows increasingly competitive,” parents are “taking a more proactive stance toward their children’s education” (Aurini & Davies, 2003, p. 15). For example, more parents seek private tutoring ‘as a worthwhile investment’ for their children for better educational achievement (Ireson & Rushforth, 2005, p. 1). Accordingly, the growing importance of private tutoring in education shows that “education increasingly dominates the structure of childhood and child rearing (Baker et al, 2001, p. 13).”

In this context, private tutoring has become a worldwide phenomenon, although the extent of private tutoring varies from country to country (Baker et al., 2001; Bray, 1999, 2003; Hua, 1996; Kim, 2004). Most notably, Bray (1999) reported that tutoring is extensive not only in East Asian countries such as Japan, HongKong, Singapore, Malaysia, and Taiwan, but also in developing countries from Brazil to Zimbabwe. For example, private tutoring is prevalent among urban dwellers in China because of the “one child per family” policy (Hua, 1996, p. 3). According to Stevenson & Baker (1992), their study showed that “88% of those students with college plans participated in at least one activity during high school, and 60% participated in two or more of these activities (pp.1645-1647).” There are also signs that private tutoring is increasing in English-speaking countries. In Ontario, Canada, tutoring businesses grew by 60% between 1996 and 2000 (Davies, Aurini & Quirke, 2002). Also, the recent surveys (Livingstone, Hart, & Davey, 2003), quoted by Aurini and Davies (2003, p. 2), show that “about 24 % of Ontario’s parents hired tutors for their school-aged children.”

Excessive private tutoring in Algeria

As seen above, private tutoring has become a worldwide phenomenon, although the extent of private tutoring varies from country to country (Baker et al., 2001; Bray, 1999, 2003; Hua, 1996). Private tutoring has been one of the most heated issues in Algerian education system. The phenomenon has spread among students at all educational levels, More than a decade ago; private tutoring was limited only for those students with low academic performances. Nowadays it has turned into a duty in order to enhance the students' academic achievement due to academic

inadequacies following the new reforms and other reasons. The phenomenon still existing due to the negative attitudes towards the Algerian educational system that has become ineffective even though there have been tremendous efforts to improve it.

Actually, there have been intensive debates on the status of the Algerian school in general, especially after the inclusion of new reforms in the educational system; which has raised many controversies about the quality of teaching in the public school in addition to the low income of most teachers in all grades mainly primary, middle and secondary education. In the light of this idea, Bray (2007) mentions that private tutoring is so widespread in countries where teachers who earn a low salary; consequently, those teachers encourage their students to have extra-sessions out of school. In this regard, he writes the following:

“The economic circumstances of mainstream teachers may be an important educational factor driving the demand for private tutoring. In some countries, teachers are paid so poorly that their families would be unable to subsist if they had to depend on official salaries.” (p.37)

So as the scale of private tutoring has been growing, the costs and other effects associated with excessive private tutoring have become one of the main problems in Algerian secondary education. More specifically, it caused negative impact on public schooling, gave a heavy financial burden to parents, and worsened the educational inequality according to social economic status of parents. Further, unlike the supplementary character of private tutoring to public schooling there is a tendency to rely more on private tutors than teachers at school; particularly, in order to prepare for the baccalaureate exams.

Statement of the Problem

In the hope of achieving educational success and improving social mobility, an increasing number of foreign language learners invest in English learning through profit-oriented language institutes or paid one-to-one lessons. In many contexts, school students rush to some form of private tutoring after official school days or during weekends to receive additional English instruction with the intention of raising their achievements in mainstream education and high-stakes examinations. As (Hamid, Sussex, & Khan, 2009; Yung, 2015), indicate that Private tutoring, shadow education, or out-of-school supplementary learning has become an important means of accessing English education in many parts of the world. Private tuition is not a new

phenomenon in the educational scene. In Algeria, English is learned as a foreign language and is a compulsory subject in mainstream schooling. The mandate of English learning at every level of the nationwide curriculum has given rise to an unprecedented growth in private English tutoring.

During recent decades, a huge number of learners receive private tutoring in learning English, in order to be able to perform better in school which is not a new phenomenon only in Algeria but also other parts of the world. The fact that English is an international language and it is gaining more space in the national education curriculum in Algeria, and that it is not just an elective subject but it is a compulsory subject. This is what made substantial number of families hire private tutors of English for their sons and daughters to improve their English. So in many ways private tutoring is necessary especially for baccalaureate students at senior secondary school in Algeria. While private tutoring have positive consequences, such as improving students learning, employment for tutors, help to get good grades in exam, it also have negative consequences, like pressure on young learners, establish social inequalities, de-motivated to learn in the mainstream system and manipulation of students by tutors. In the twilight of what is mentioned before, the spindle aim behind the study is to explore the attitudes of baccalaureate students towards private tutoring in learning English. In this regard, the researcher tries to find out solutions for the following research questions:

1. What are the attitudes of 1st year ELT students towards private tutoring in learning English as foreign language?
 - What do ELT students believe towards private tutoring?
 - What do ELT students feel towards private tutoring?
 - how do ELT students behave towards private tutoring

Accordingly, the following hypotheses sprang as follows:

All 1st year ELT students share positive attitudes towards private tutoring in learning English as foreign language.

1. ELT students believe that private tutoring is more effective in learning EFL.
2. ELT students are satisfied with the lesson provided by private tutors.
3. ELT students receive private tutoring and engage more in practicing

Hence, the importance of the present study is to find out the attitudes of first year ELT students towards private tutoring in learning English as foreign language.

Rationale behind conducting this research

the fact that popularity of private tutoring continues to grow globally, much English learning is taking place outside the mainstream context, and the most important thing is that English has become an international language and this the reason that make it a compulsory subject on the school curriculum in Algeria. But despite studying English as a compulsory subject students of our country are failing to use English effectively in different situations, and to some extent they feel that they need to have extra-sessions out of school in order to improve their performance and to achieve perfect academic results. This scenario remained the same for baccalaureate students in Algeria. So all the parents of the students always try to change the scenario and send their children to private tutors for extra learning.

As researchers we have very little understanding of the affective or psychological variables in private language learning. There is a need to push the investigation beyond learning English in the mainstream to include how out-of-school English learning plays a part in language learners' attitudes. Therefore, the rationale for conducting this research is to discuss the English learning in the private tutoring of Algerian secondary school students specifically at SAIDA to understand their attitudes and how they feel, behave, and believe towards private tuition.

Significance of the study

This study is significant in terms of theory and practice. From a theoretical point of view, the investigation of the students' attitudes towards private tutoring will identifies the role of private tutoring: whether it is an enrichment strategy or a remedial strategy. it also seek to point out the main factors affecting student participation in private tutoring, and it investigates the reasons behind the prevalence of private tutoring activities. Despite the growing importance of private tutoring around the world, relatively little research has been done on the subject.

From the practical side, the findings from this study would be helpful for educational policy-makers, government officials, and educational researchers as follows: (1) this study will provide the policy makers, government officials, and researchers with useful information for policy

consideration to reduce expenditures on private tutoring activities by investigating or diagnosing the relationship between the high school equalization policy and the prevalence of private tutoring in Algeria; (2) this study may enable the policy makers, government officials, and educational researchers to better understand the impact of the prevalence of private tutoring among students on Algeria education and society; (3) this study may enable the policy makers and government officials to pursue alternative approaches through analyzing the effects of current policy measures to reduce the prevalence of private tutoring among students.

Definition of Terms

The following key terms are defined for purposes of clarity and consistency in this study:

The Attitude: A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards (together called stimuli).

Four major components of attitude are (1) Affective: emotions or feelings. (2) Cognitive: belief or opinions held consciously. (3) Conative: inclination for action. (4) Evaluative: positive or negative response to stimuli. (Business dictionary)

Private tutoring: In the current research PST refers to tuition offered in academic subjects, provided by the tutors for financial gain, and it is additional to the provision by mainstream schooling excluding co-curricular subjects such as games and extra lessons given by teachers or family member. PST is a “Shadow education”, First it only exists because the mainstream education system exists. (Kwok, (2003). Secondly, it imitates the mainstream in that when the mainstream changes in size and orientation, so does the shadow (Bray, 2006).

English as a Foreign Language (EFL): it refers to teaching and learning of English in a setting in which English is neither widely used for communication among the nation, nor is it used as the medium of instruction.

Chapter two

Literature review

Private tutoring has become a major phenomenon that has spread all over the world and among all students at all educational levels, especially at the senior secondary level. In educational research private tutoring is an increasingly important area of study, The purpose of this study was to identify the attitudes of first year students towards private tutoring in learning english as foreign language in algeria. A growing number of publications and studies have focused on this research topic in the last decades. This chapter reviews some terminologies of private tutoring and also reviews the definition and parameters of private tutoring. then the chapter will discuss the duration of private tutoring and who receive it, and reviews the major factors that underpin the spread of private tutoring, the effects of the prevalence of private tutoring on public education and society, and algerian government policies on private tutoring, and also reviews studies that have focused on private English tutoring.

Terminologies of private tutoring

As it is mentioned before private supplementary tutoring is also called shadow education, various terminologies are used to identify private tutoring in different countries, in some English-speaking societies; people refer to private tuition more often than to private tutoring. Entrepreneurs who create formal establishments for tutoring commonly call them centers, academies or institutes. Japan has long been known for its juku, which operate alongside and supplement the school system for young people of all ages (Harnisch 1994, Roesgaard 2006); These are distinguished from yobiko, which mainly serve pupils who have left school but who want an extra ‘block’ of time to study intensively for examinations in order to gain higher grades for entrance to universities. A parallel phenomenon exists in the United Kingdom, where such institutions are called crammers. Bray, M. (1999). And it is also common for example in Bangladesh, India and Sri Lanka to refer to private tuition and coaching rather than private tutoring. . In the Anglophone Caribbean, a common term is extra lessons; in Ireland supplementary tutoring is called grinds; in the USA the common term is supplemental education; and in The Gambia it is studies. Other languages bring their own nuances. In French, for example, soutien scolaire would usually be translated as school support; and in Greek parapedia literally means parallel education. (Bray, M, Ora Kwo, and Boris Jokic 2016); also the republic of Korea has similarly been known for its counterpart Hagwons. (Zeng1999, Setch2008). All this

terminologies have shown that shadow education is not a new word and that it has long history in many countries.

Definition and parameters of private tutoring

In this few lines and with the existing literature (e.g Bray 1999; Bregvadze 2012; Lee et al. 2009; Silova 2009; Silova et al. 2006), the definition of private tutoring in this paper refers to any activities concerning instruction outside the school and it has three components that help to identify the nature of private tutoring in different contexts. First is the matter of supplementation, this means that the tutoring is provided in addition to regular schooling (Bray, 1999), and covers subjects which are already covered in school. In other words, it consists of a series of subjects and activities supplementary to mainstream schooling, subjects which are not taught in the mainstream school are not included in the category of private tutoring because these subjects are often taken by people for personal interests or development.

Second component is the dimension of privateness, in the current study private supplementary tutoring refers to tuition provided by the tutors for financial gain. The adjective private shows that the tutoring is provided in exchange for a fee. According to (Bray, 2013) private tutoring is defined as fee-based tutoring, that provides supplementary instruction to students in academic subjects they study in the mainstream education system. This means that the study is not concerning with unpaid work, for example family members who voluntarily help other family members with their homework or is not concerned with tutoring provided free of charge by teachers. The study is mainly focus on tutoring provided by individuals for profit-making purposes.

Third, the study also focus on academic subjects such as languages, mathematics, sciences without taking non-academic subjects such as sports, music and artistic activities into account.

As we mentioned before private supplementary tutoring is an important topic in educational research, for this reason there are different studies which used different definitions, for example, in addition to the definitions mentioned above, Stevenson and Baker (1992) included in their definition of shadow education in Japan activities for students who had left school but who attended institutions called Yobiko which provided support for re-taking examinations.

The same thing for Coniam 2013 in Hong kong, some authors like Baker et Al.2001 have define shadow education as fee-free extra lessons, and others (e.g Xue and Ding 2009) have included non-academic subject alongside academic ones.

The author Mark Bray (1999) described private tutoring as shadow education, if you ask yourself why this description, you may notice that the metaphor of a shadow is appropriate in several ways. First PST only exists because the mainstream education exists. Second, as the size and shape of the mainstream system change, so do the size and shape of supplementary tutoring.

Third in almost all societies much more pulic attention focuses on the mainstream than on its shadow, and fourth, the features of shadow are much less distinct than those of mainstream system.PST is an “a shadow education”, it only exists because the mainstream education system exists. (Kwok 2003) the reason behind this metaphor is that PST mimics the mainstream system. And this jusitifies the need of this research.

Supplementary tutoring certainly exists at all levels, and in the majority of countries, it is most evident at the senior secondary level which is the focus of our research.

Forms of private tutoring

This section explores in detail the various forms of private tutoring that exist in many societies, first of all Bray 1999 provides the forms of shadow education such as one- to –one tutoring that can be only between the tutor and his student or client.

Second, private tutoring can take the form of small, medium or large group. And even huge lecture-theaters. Nowadys some tutoring is provided by correspondence in the mail or over the internet, andin some societies is provided by telephone. It also embraces classes with video replay rather than live tutors (Kwo and Bray 2011). Increasingly tutoring is provided over the internet either live or recorded form (Ventura and Jang 2010).

The fact that private tutoring can be varied in so many forms is one of the reasons that it deserves much more attention from researchers, and that the topic is worthy to investigate.

The duration and intensity

In regular schooling, students are supposed to attend lessons 5 days a week during term time. While in private tutoring they can attend on variable schedules according to their needs and demand and supply.

Who receive private tutoring?

The chapter gives particular attention to the characteristics of students receiving private tutoring. Where some researchers think that the dominant groups of students receiving tutoring comprise only pupils who have a weak academic performance, who therefore need remedial help. In fact it is the opposite; the dominant groups are of the students whose performance is already good, and who want to maintain their competitive edge. Tseng (1998, p97) showed that in Honk Kong and Taiwan, proportions of students in high-ranking schools taking tutoring were much greater than proportions in low-ranking schools. A similar observation was made in Germany by Toyama, Bialke (1997), in that country private tutoring is generally uncommon; but the few students who do receive tutoring are mostly from the elite academic schools. All of these studies show that private tutoring is not only the preserve of students who have a low level and who need assistance in order to save their academic destiny, but it is the best way for everyone, including those with higher levels, to develop their abilities and raise their efficiency.

The Major Factors that Underpin the Spread of Private Tutoring

Many factors may lead to the prevalence of private tutoring in Algeria. Among the influential factors are low quality in school education (Kim, 2004; Kwok, 2004b), the existence of a formal examination for education allocation (Dore, 1976, 1997; Stevenson & Baker, 1992), and peer pressure (Baker et al., 2001; Bray & Kwok, 2003; Hua, 1996; Kwok, 2004a). These factors can be categorized into student-level factors, school-level factors, and country-level factors.

Student-level factors

Student-level factors include family SES factors such as parents' education level, father's occupation, family income, and the number of siblings at home. The Coleman report (1961), Baker et. al (2001), and Hanushek and Luque(2002) generally concluded that family background

was more important than school factors in determining children's educational achievement. In the same vein, researchers noted that family SES level also strongly related to their students' participation in private tutoring activities.

According to Jo and Lee (2005), the higher the parents' education level, the more Korean students participate in the private tutoring. Also, they found that students from higher income families were inclined to have more participation in private tutoring activities than those from low income families. In addition, students with higher achievement have more participation in private tutoring than those with low achievement.

Also, Lee (2003), in his dissertation, found a clear association between overall participation in private tutoring and family SES background. Specifically, he noted that as the level of parents' education, occupational status, and income increase, the participation in private tutoring activities increases. In other words, the SES of the family is significantly and positively related to the investment and time devoted to private tutoring activities. Furthermore, the higher the family income and occupational status, the more students use expensive and individualized types of tutoring as compared to students from families with low income and occupational status.

Second, private tutoring activities can take non-academic rationales for participation (Baker et al., 2001). Peer effects are one factor in the demand for private tutoring (Baker et al. 2001; Bray & Kwok, 2003; Hua, 1996, Kwok, 2004 a). In a Japanese case study, Baker et al.(2001) showed that adolescents participate in private tutoring activities because their peers do for socializing and study. In the same vein, their parents also feel much pressure from the anxiety that their children would be left behind if they do not provide their children with private tutoring (Bray & Kwok, 2003). "Under peer group pressure, parents were willing to pay tutoring fees as they also realized that obtaining higher levels of education could help their children climb up the social ladder after graduation (Kwok, 2004b, p. 66)."

Third, the number of children in the family is related to the private tutoring expenditures per child (Tansel & Bircan, 2004; Kim & Lee, 2001). Tansel and Bircan (2004) found that an increase in the number of children negatively affected the private tutoring expenditures in Turkey. For example, households with an average of 2.51 children spend more on private tutoring

expenditures than those with an average of 3.17 children. Likewise, according to Kim and Lee (2001), the number of children in the family reduces the spending on private tutoring per child.

Fourth, nuclear family structure is another factor in the demand for private tutoring activities (Kwok, 2004 a). In recent decades, family structure has shifted toward nuclear families that have only 1-2 schooling children per family. So, they can afford to employ tutors because their income is spread over at most two children (Bray & Kwok, 2003).

School-level factors

Some researchers argued that low quality in school education stimulated a demand for private tutoring (Kim, 2004; Kwok, 2004 b). According to Hua (1996, p. 30), “many parents in Egypt have cited poor quality education as a main reason why they send a child to supplementary classes.” Many people believe the quality of public schooling in Korea also has become increasingly mediocre, because student selection, parental choice, and tuition level are controlled by the government under the equalization policy (Kim & Lee, 2002).

Under the equalization policy, teachers tend to use uniform, lecture-oriented, and test-oriented instruction regardless of students’ different levels of academic preparation. It is also difficult for teachers to deliver individualized educational service to each student, because students are allocated to a school by a lottery system regardless of their ability under the equalization policy. Without considering their different learning level, students can increasingly experience learning problems (Kwok, 2004 a). Discontent with government schools fosters pressure for school choice (Boyd, 2002). For example, in America parents who are discontent with public schools send their children to charter schools, private schools, or home schooling. But with few alternatives to the public school system in Korea, many parents who are interested in their children’s education have to turn to private tutoring.

Another cause of excessive private tutoring is schools’ lack of ability to cope with various educational demands. With growing demand for such things as the development of artistic gifts or talents and learning foreign languages, many students and parents think that schools do not provide students with an adequate program. For parents with a proactive stance toward their children’s education, the big gap between the demand and public supply inspires them to seek

private tutoring (Kim & Lee, 2001). In short, parents rely on private tutoring in order to solve this discontent with public schooling.

Country-level factors

An educational system which uses formal examinations for education allocation can stimulate the demand of private tutoring (Dore, 1976, 1997; Stevenson & Baker, 1992; Kwok, 2004a). This is generally considered the most influential factor promoting excessive private tutoring. According to Stevenson and Baker (1992), “students take extensive [private tutoring] for examinations to get significant advantages in the labor market, and admission to an elite secondary school (p.1640).” Brinton (1988), quoted by Stevenson and Baker (1992, p. 1641), also noted that once admitted to a prestigious university after competitive “sponsored contests,” students become “sponsored” because they are actively recruited by prestigious companies and civil service departments.

For example, approximately 56% of the current Korean government’s 243 highest positions were filled by alumni from the Seoul National University (Lee, 2003). Also, 38% of the current National Assembly’s 299 members were filled by alumni from the Seoul National University (Gang, 2002). In addition, Park (2002, quoted by Lee, 2003, p.35) showed that “45% of the 3,496 chief executive officers (CEOs) of the five largest private firms in Korea were composed of graduates from the top three universities in 2001. In sum, these data show that entry into prestigious universities is closely connected to prestigious occupations and high status attainments (Lee, 2003).

Since the opportunities for entering a prestigious university are very limited, a fierce race for admission to prestigious universities is the result (Kim & Lee, 2001). Therefore, parents proactively provide private tutoring activities for their children in order to gain advantage in the severe competition for prestigious universities.

The efficiency of private institutes like the cram school (Hakwon) can cause a demand for private tutoring in terms of private tutoring producers. Since many students compete for university admission via entrance examinations, private tutoring has become a vast market in many countries (Kwok, 2004 b). The growth of private tutoring may also be seen “in the context of a worldwide shift towards the marketization of education and reduced government control”

(Bray, 1999. P. 84). In this context, private institutes efficiently serve parents who are disappointed with public education.

Private institutes such as cram schools are more sensitive to market needs than public schools. They usually make a special effort to find out what students want and then respond to it. They commonly increase their attractiveness by offering the most recent technology and by advertising through leaflets, posters, newspapers, magazines, cinemas, and television (Bray & Kwok, 2003). For example, they show their advertising strategies as follows:

The tutoring establishments were perceived to be more attractive than mainstream schools. Many of the particularly vibrant centers employed flashy 'idol' tutors, who increased their attractiveness to teenagers by wearing trendy clothes and using vocabulary which appealed to their clients. They stressed their academic credentials by displaying their higher education qualifications in the promotion pamphlets and on the walls of the centers; and they enhanced their reputation for effectiveness by advertising the brilliant examination results of former pupils. In some tutorial classes, students who achieved high grades in open examinations were awarded cash prizes and package holidays in neighboring countries (p. 617).

The influence of social-cultural factors is an additional reason for extensive use of private tutoring. This culture results not only from historical traditional Confucian attitudes, but also from the faith that school education is the only way to upward social mobility (Bray, 1999). Some culturists (e.g. Zeng, 1999) have regarded the influence of Confucian culture as one of the main reasons for excessive private tutoring in East-Asian countries, because this culture emphasizes effort and studying rather than in-born abilities. So, this academic background-oriented cultural trait could be one reason why tutoring has been particularly extensive in East Asia (Zeng, 1999; Bray & Kwok, 2003).

Also, because education is the most potent means for upward social mobility, private tutoring is regarded as a key educational investment (Kwok, 2004 a). For example, the levels of education of individuals are considered not only an important criterion for judging people, but also a primary factor for entry into social careers or promotion in the workplace. Jung and Lee (2003) showed that 61% of people in Korea think of belong to 'an academic clique' * as the most

important factor for social success. Therefore, such Confucian cultural trait and faith stimulates parents to seek private tutoring in Korea.

Nevertheless, such cultural factors seemed to lack empirical support (Kwok, 2004a). Baker et al, (2001) also argued that they did not find any correlations between intensity of tutoring demands and the influence of Confucian culture in their empirical studies.

the effects of the prevalence of private tutoring on public education, society and students' academic achievement

The prevalence of private tutoring has both a positive and negative impact on public education and its society. Some researchers mainly highlight the negative impact of private tutoring on public education and society (Bray, 2003; Kwok, 2004b; Hussein, 1987). For example, Bray (2003) focused on the adverse effects of private tutoring upon mainstream schooling, the society and economy. In the following, the positive and negative impact of the prevalence of private tutoring on public education and society is reviewed.

Educational dimension

When private tutoring helps students to succeed in mainstream classes, its impact can be positive (Bray, 2003). Baker et al. (2001) noted that relatively strong students can use private tutoring as an enrichment strategy that helps them get more out of their classes. On the other hand, relatively weak students can use it as a remedial strategy enabling them to maintain an acceptable level in their classes. For example, De Silva (1994, p.5; quoted by Bray, 2003, p.29) has observed that private tutoring can be helpful for students according to their needs:

Sometimes large gaps in students' learning are created due to a number of factors such as student and teacher absence, frequent closure of school, ineffective teaching and negligence on the part of the teacher. It is not every school that boasts a full complement of specialist teachers in crucial areas like mathematics, science and English. Immature, inexperienced or unqualified teachers handling these subjects may not be able to lead the students to a proper understanding of the sections taught. Effective private tuition may help overcome these gaps or deficiencies in students' learning and build their confidence enabling them to compete with others and experience a happy and pleasant life.

Private tutoring also has negative effects on mainstream classes. First of all, private tutoring can negatively affect “the dynamics of teaching and learning” in school classes (Bray, 1999, p. 51). When some students receive private tutoring, teachers may be confronted by greater disparities within their classrooms. In particular, the students do not pay adequate attention to lessons in school because they have already covered the topics through private tutoring. Furthermore, there is a tendency to rely more on private tutors than teachers at school to prepare for the entrance exams (Chung, 2002). Therefore, this can not only cause students to lose interest in classes, but also teachers to lose the desire for teaching (Kim & Lee, 2001).

Secondly, private tutoring can obstruct students’ holistic growth (Kim et al, 2001). In order to develop physically and emotionally, students need to play with friends and to have various experiences. A continuous learning process from morning until evening during weekdays and on the weekend can cause fatigue in pupils and limit their opportunities for playing and activities needed for their stage of development (Bray, 1999). In sum, when students spend most of their time in school and cram schools, their holistic growth is hampered.

Thirdly, a decline in self-directed learning ability and creativity is also an important problem that private tutoring causes. Indiscrete repetitive training of private tutoring methods can cause children to lose the will to learn. According to PISA 2000, the interest in reading and math of Korean students is ranked 19th among 20 OECD countries (OECD, 2001). It is more important to focus on the development of self-directed learning ability and creative thinking ability in the 21st century, rather than simply acquiring knowledge through the private tutoring method.

Social - economic dimension

Private tutoring can have a positive effect by providing income and employment for tutors (Bray, 2003). For example, university students can use tutoring for funding their tuition which would be otherwise difficult to obtain.

Nevertheless, private tutoring has many social and economic problems. First of all, the increase of private tutoring can worsen the inequality of educational opportunity, due to social and economic background (Bray, 1999). Children in higher socio-economic groups generally receive more private tutoring than do children in lower socio-economic groups (Hua, 1996; Setverson & Baker, 1992). Lee and Hong (2001) also noted that the children of wealthy families can enter

elite universities through their advantage of access to expensive private tutoring. Likewise, Kim et al. (2004) argued that educational inequality has been worsened because of the proliferation of private tutoring, based on their analysis of the distribution of students over the last 30 years who entered the college of Social Sciences in Seoul National University, one of the most prestigious universities in Korea. Regarding their findings, Lee (2004) argued that students from higher socioeconomic backgrounds have been able to enter Seoul National University through the help of expensive private tutoring, whereas, opportunities for students from lower socioeconomic backgrounds have shrunk because of their lack of financial access to high quality private tutoring and low quality education in the regular school system. Of the types of private tutoring, children in rich families can access more tailored tutoring types like “one on one” or small- group tutoring, whereas children in poor families only have access to “mass-produced forms of tutoring” (Bray, 1999. p.63).

Academic achievement

empirical studies have found positive effect of PST on students’ academic achievement. In Bangladesh, Nath (2008) analyzed data collected in 1998 from 33,229. The survey comprises a set of questions about students’ participation in tutoring and also tested the education competencies of 3,360 students. The study found that 49, 8% of students who received private tutoring satisfied the basic education standards, compared with 27, 5% of those without tutoring (p.65). A second test of students in grade 5 was done in 2000 found that students with tutors and who have extra lessons achieved 17, 4 competencies while students without tutors achieved 15, 5 competencies (p.65) in this study, Nath did his best to confirm the validity of the instruments and the reliability of data. Another study was conducted by Hamid et Al. n Bangladesh (2009), he surveyed 228 grade 10 students in eight rural schools, and interviewed 1 pupil, and the focus of this study was on the learning of English. The instruments used in the study are: a student survey questionnaire, an English proficiency test, and school records of student’s grades and results of the public secondary school certificate examination. The researcher found that students who had received private tutoring had achieved higher grades than those who didn’t receive private lessons. And that the other implications which are associated with achievement were gender and mothers’ education (p.293). Buchman (2002) also found that the private tutoring has positive impact on students’ academic achievement for 13- and 19 year old students. Finally, a study have

been conducted in Sri Lanka shows that students at the end of senior secondary education choose to focus on cramming for examination in private tutoring centers, rather than their mainstream schooling. This is why Ganasekara (2009) examined the implications that lead to this behavior, and he noticed that “private tuition contributes more to achievement of creditable success in examinations than school education” (p.56).

Research reveals that private tutoring plays a crucial role in strengthening and improving students’ academic achievement and as it is mentioned in the previous studies and based on the findings, researchers concluded that there is positive effect of private tuition on academic achievement of students.

Social implications

Private tutoring is acknowledged by some people to be a problem. Many social issues are related to private tutoring, including the consequences of pressure on students, social stratification, and social roles among family members, social status, and social relations.

The consequences of pressure on students

The attendance of both private supplementary tutoring and mainstream classes may cause a considerable pressure on students. “Four hours’ sleep for success, but five hours’ sleep for failure” “Four hours’ sleep for success, but five hours’ sleep for failure”, A government White Paper asserted (Mauritius, 1997, p.7) that:

Our children are unable to live their young life fully. They are largely abused by their parents’ over concern for diplomas and certificates, thus putting enormous pressure on young brains and probably setting them into undesirable attitude patterns as a result of a super competitive education system and a work environment that has no place for initiatives, adaptability and creativity

In other contexts many analysts such as Wijetunge (1994, p.16) who considered negative aspects outweigh the positive ones. And he has noted that in Sri Lanka:

Immediately after school the child is rushed to tuition class after a hasty snack. At tuition, his skills and abilities are relentlessly pitted against those of his age mates, for competition is the

name of the game and the prowess of the tutor rests on the results he produces. The age-appropriated developmental tasks such as building wholesome attitudes towards oneself, learning to get along with peers, developing conscience, morality and a scale of values stand a very poor chance in this climate of cruel competition.

In the Malaysian survey conducted by Marimuthu et al. (1991, p.87), 36 per cent of students agreed with the statement “Tuition dominates our lives””, and only 18 per cent disagreed. More research is needed on this topic, but the number of cases of student depression and even suicides in Japan, Hong Kong and Taiwan that are related to schooling problems provides a stark reminder of the impact of extreme pressure on young minds (Zeng; LeTendre, 1998). Bary 1999

On social relationship and social inequalities:

Under the heading of social relationship and social inequalities different researches have been conducted and many analysts have different points of view in different contexts, De Silva (1994a, p.6) pointed out that private tutoring has become one of the crucial social problems, that lead to the weakness of family bonds because children who take extra lessons are most of the time away from home. and he added that children sometimes attend their private classes without food or rest which cause to them fatigue and deprives them from practicing their personal interests, but in some societies there are positive sides of shadow education, for example Rio de Janeiro, the largest city in Brazil, for example Rio de Janeiro, the largest city in Brazil has known by its dangerous streets and this is the reason why some parents prefer to send their children to after-school tutoring rather than hanging about on the streets (Paiva et al., 1997).

One other problem that may caused by private tutoring is increasing social inequalities, Children from rich families are more easily able to pay for, and therefore obtain, both greater amounts of, and superior quality, tutoring. In Mauritius, Joynathsing et al. (1988, pp.32-33) showed that in primary Grade 1 the proportion of children receiving private tutoring in the highest income group was 7.5 times greater than the proportion of children in the lowest income groups, whereas the equivalent proportion in Grade 6 was 1.6:1.

algerian government policies on private tutoring

As seen above, excessive private tutoring has a negative impact on public education and society. Private lessons have spread in Algeria, in the family and educational environment, and despite the existence of a school support program approved by the government at the level of educational institutions, However, this phenomenon has been exacerbated and taken into serious dimensions in recent years, which harms the reputation of education and the level of pupils. Private lessons turned from a means of supporting and rehabilitating the student to a weapon of fraud in the exams in cooperation with some professors who promote this phenomenon to win the largest number of "customers", in order to achieve material profit.

Despite the absence of a law to regulate these courses, which the Ministry of Education considers unlicensed and illegal, this activity is in clear demand. The teachers earn a huge fortune that is not comparable to the low salary they receive at the end of each month. The price of four classes of tutoring, eight hours a month, ranges from \$ 10 for middle-income and poor families to up to \$ 50 or more for affluent families who choose the most efficient and well-known teachers to improve their children's education. The development of this phenomenon contributed to opening the door wide to other groups to enter this activity in order to gain material gains, especially for the category of university students and the unemployed with higher degrees.

Science, mathematics, physics and chemistry, as well as philosophy and foreign languages, are the most important subjects in which students receive private lessons, all of which occupy a great place in the "punctuation ladder" within the Algerian educational curricula.

The private lessons in Algeria are offered in places that are unprepared and humiliating in many cases, Crowded with dozens of students, are usually car garages or cellars residential buildings, They lack proper chairs and tables and even ventilation. However, some parents pay their children to attend these lessons, including those who accept them to please their children, who have taken these lessons in order to obtain sample exam questions, which is The former minister, Nuria Ben Gbrit, announced the establishment of a working group composed of all stakeholders in the education sector to find practical solutions to combat this phenomenon, after its spread to all educational stages and not limited to secondary education. detrimental to the educational process and reduces the value of the certificates provided.

The political pressure from politicians and parents to solve these problems of private tutoring has prompted the Ministry of Education to take various policy measures (Chung, 2002). Bray (1999) identified six basic policy approaches concerning private tutoring: a laissez-faire approach, monitoring, regulation and control, encouragement, a mixed approach, and prohibition. Of these six approaches, the Algerian government and provincial offices of education mainly focus on a laissez-faire approach. The shadow system has grown out of proportion and is now posing a challenge to the regular formal system of education. Students taking private tuition are neglecting school work and the value system is such that the work done by private tutors takes precedence over the work done by regular teachers in schools.

Private Tutoring in TEFL

It is obvious that the prevalence of private tutoring has become worldwide and universal. This is evident from the many cross-national studies documenting the expanding scale of private tutoring franchises and the increasing cost of education outside the mainstream (e.g., Aurini, Davies, & Dierkes, 2013; Baker, Akiba, LeTendre, & Wiseman, 2001; Bray & Kwo, 2014; Kenayathulla, 2013; Song, Park, & Sang, 2013). While research into shadow education has attracted some attention in general terms and in academic subjects such as mathematics and science, there is a paucity of research investigating English as a subject in private tutoring. The few studies that have focused on private English tutoring were conducted in diverse national and institutional contexts, including secondary students in Bangladesh (Hamid et al., 2009) and Hong Kong (Coniam, 2014a, 2014b) who took English instruction in both the mainstream and private sectors, and adult English learners in Russia who had online English tutoring for professional development (Kozar & Sweller, 2014). The accumulated findings on the effectiveness of private tutoring are conflicting probably because of the diverse contexts in which past studies have been conducted. Hamid, Sussex, and Khan (2009) surveyed 228 Bangladeshi secondary students and found no strong, reliable link between tutoring experiences and English achievement. Yet, Lee

(2010) and Coniam (2014a) both reported the effectiveness of private tutoring. Lee's (2010) study on 43 Korean university freshmen showed that the students' pre-university exposure to private English learning was diverse and that those who had private tutoring showed significantly higher English proficiency than those who were only exposed to mainstream schooling. In Hong Kong, Coniam (2014a) investigated students' (aged 18-19) performance in a public English examination after receiving instruction from a private tutoring school for one academic year. The results show significant improvement in the students' examination performance, though the outcome was not as high as the students had desired. Although the effectiveness of enhancing English achievement remains inconclusive, qualitative analyses of interviews reveal that students across the studies viewed learning in the private sector as an integral and indispensable part of their education. Hamid et al. (2009) reported that Bangladeshi students' favorable perceptions toward private tutoring did not stem from its actual effectiveness, but rather from factors such as their low evaluation of mainstream schooling, unanimous peer participation, and the expectation and satisfaction of their parents in investing in their education. The college students interviewed in Yung's (2015) study offered a comparatively more critical evaluation of private tutoring. When asked to reflect on their tutoring experiences in secondary education in Hong Kong, the students recognized the value and necessity of private tutoring in preparing for examinations, but also pointed out how practicing examination techniques failed to develop their communicative competence (Yung, 2015). Yet another recurring theme in the literature points to the unique expectations that students adopt toward learning in the private sector. In his interview study with 17 high school students, Coniam (2014b) found that students praised the examination-focused teaching approach employed in tutoring and also commented that they appreciated teachers who allowed them more freedom and "treated their 'customers/clients' in a more adult, business-like way" (p. 387). Similarly, the adult English learners from Russia in Kozar and Sweller (2014)

described ideal teachers at tutoring centers as “result providers” who have a “strict” and “demanding” style, so that desired examination-oriented goals can be achieved (p. 47). The learners adopted a “seemingly consumerist orientation” and saw private English instruction as a paid customized service (Kozar & Sweller, 2014, p. 47). With pragmatic goals such as passing public examinations and securing positions in higher education, learners’ perceptions and expectations of the private sector seem different from those of mainstream schooling. Past research into private English tutoring has focused on its effectiveness, learners’ attitudinal dispositions toward paid lessons, and reasons or motivation for choosing to learn English in the private sector. Although the studies have so far yielded valuable insights into learners’ perceptions, there has been little theory-driven research on the attitudes of baccalaureate students in English learning as foreign language, or else comparing the potential differences between the perceptions of those who receive extra tutoring and those who learn English primarily through mainstream schooling.

Chapter Three

Research Methodology and Data collection

Data collection

In my research study Data were collected quantitatively using a survey research. Fraenkel, Jack R., Norman E. Wallen.1932– How to design and evaluate research in education—7th Ed. (1932, p. 390,391) Indicated that Researchers are often interested in the opinions of a large group of people about a particular topic or issue. They ask a number of questions, all related to the issue, to find answers. He also adds that most surveys possess three major characteristics which are: 1. Information is collected from a group of people in order to describe some aspects or characteristics (such as abilities, opinions, attitudes, beliefs, and/or knowledge) of the population of which that group is a part. 2. The main way in which the information is collected is through asking questions; the answers to these questions by the members of the group constitute the data of the study. 3. Information is collected from a sample rather than from every member of the population. This means that surveys designed to determine the status quo of some phenomenon and also used to measure attitudes, opinions, or achievements any number of variables in natural settings.

A survey research basically has two major types namely longitudinal and cross-sectional. A cross-sectional design involves data collection at one point in time from a sample or from more than one sample representing two or more populations. The reason for adopting quantitative approach for my study is because, quantitative research is research that describes phenomena in numbers and measures instead of words, and the objective of my research is to measure the attitude of 1st year students of ELT at SAIDA university towards private tutoring in learning English and to investigate the reasons and positive effects of private supplementary tutoring in English.

Characteristics and Procedure of my Research

My research topic “the attitudes of 1st year ELT students at SAIDA University towards private tutoring in learning English” indicates that the research study is describing the phenomena in specific place and giving out the rationale in numbers at the same time. This means that it focused on variables such as the percentage of students attending private tutoring, student’s cognitive, behavioral, and affective attitudes towards private tutoring which are presented are

presented in numbers, also my study is focused on the specific group of population. In order to obtain the numbers of the target group-attending private tutoring.

The quantitative research approach is more feasible and applicable for my research, because it enabled me to obtain some concrete ration and numbers for my research on what the frequency responses to the question. For my study, the research question is to find out what are the attitudes of students towards private tutoring in learning English as foreign language, and results should be presented in numbers, as on what percentage students have positive or negative attitudes. So these features indicate that survey research is the most suitable and feasible means for my research question.

Sampling

The sample for the study was selected randomly from Dr Moulay Tahar SAIDA University, I chose about 50 students from the 1st year level for the survey. The reason for choosing the 1st year students was because those students were the main targets customers of most private tutoring centres in the senior secondary level. Those target students was preparing for their baccalaureate exams in their senior secondary schools which made them more vulnerable to examination pressure and influence than other levels of students. so those students are the significant groups to my study because they was focusing on the preparation for University Entrance Examinations, and this was one of the purposes of my study is to expose the Phenomenon of private tutoring in learning English for baccalaureate students.

Instruments

The main measuring instrument in my research for the data collection was the survey, I Have used it with university populations at 1st year level, and I used it for Measuring Student Behavioral Engagement in private tutoring courses, and also their beliefs and feelings about private tutoring.

Procedure**Survey**

A survey was given to first year students to investigate their attitudes towards private tutoring in learning English as foreign language. The survey has four sections. Section one composed of general information about the participants. Section two, three, and four composed of a series of statements about the topic, the respondents were asked to rate the extent to which they agree or disagree with each statement on the likert scale. The percentage of each statement indicated whether majority of the respondents supported the statement or not.

Method of analysis

After collected all surveys, the results of the survey were turned into percentages. Each statement of the likert scale was studied to find out the attitudes of the first year students towards private tutoring in learning English. The instruments used to study each statement and to manipulate data was MS excel computer software, and the findings were listed with tables.

Chapter Four

Findings and Analysis

The purpose of this study was to examine the attitudes of students towards private tutoring in learning English as foreign language. This means the study examined their cognitive, behavioral and affective attitudes. To expedite the survey, i have selected 50 participants from first year students randomly. In this chapter, the major findings from the data analysis are presented. This chapter was organized according to the research questions, and the tables given below show the students' response to the questions of the survey concerning their cognitive, behavioral and affective attitudes.

Table 01

Ratio of Students Attending Private Tutoring		
	Male	Female
Number of students	20	30
Percentage	40%	60%

All the participants from first year level at SA DA University claimed that when they were preparing for their baccalaureate exam, they had lectures out of mainstream education. The lectures were for different subjects and among those subjects were English. They further highlighted that they would continue to receive these lectures because the quality of teaching English as foreign language is different from mainstream education. table one shows that all the selected students were attended private tutoring in learning english and among them was 20 male and 40 female.

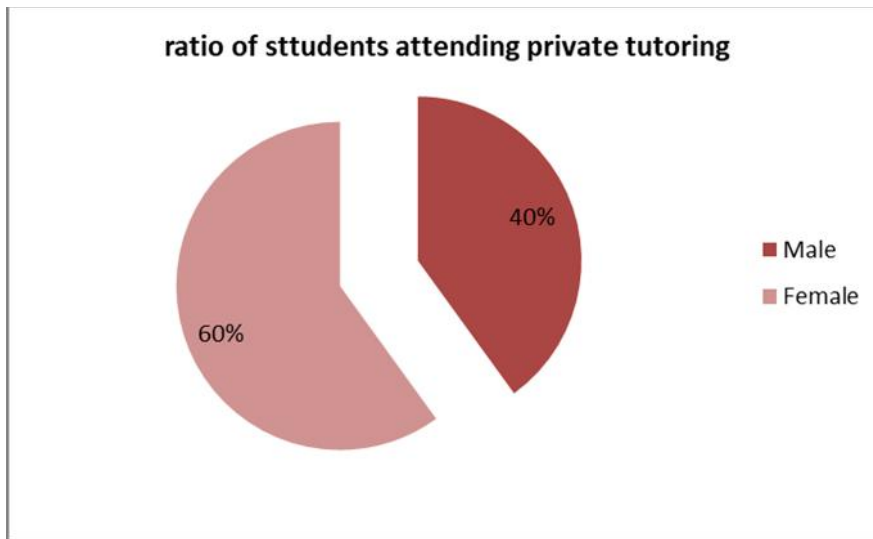


Figure 01: Ratio of Students Attending Private Tutoring

Figure 1 demonstrates that the ratio for female was higher than the male one. Ratio of female was 60% and ratio of male was 40% this means that the percentage of female respondents was higher than the male one.

Part one: the Students’ cognitive attitudes

Table 02

1. Private tutoring is more effective in learning English as foreign language					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	35	0	15	0	0
Percentage	70%	0%	30%	0%	0%

Most of the students maintained that almost all students, who are studying at secondary school and especially those who have Baccalaureate exam, are having extra session in order to prepare well for their exams and because they believe that private tutoring is more effective in learning different modules and among those modules English language, as can be seen from table 3.

35 learners (70%) strongly agree that private tutoring is more effective in learning English as foreign language and it can also be seen that 15 learners (30%) are neutral and no one is disagree. So we can see that all the students support this statement.

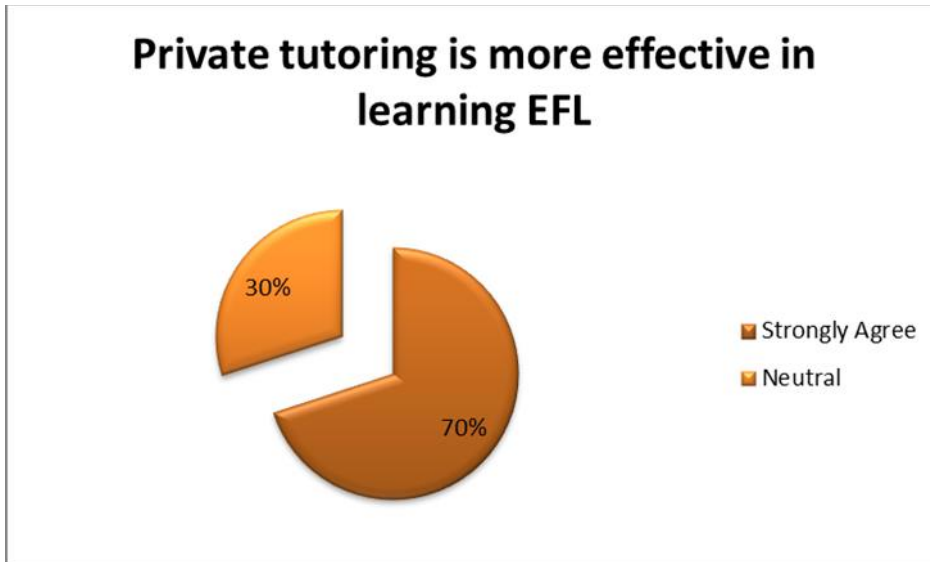


Figure 02 : Private tutoring is more effective in learning EFL

Figure 2 demonstrates that students shared positive attitudes towards learning English as foreign language through private tutoring, about 70% are strongly agree with the fact that private tutoring is more effective in learning English as foreign language. And 30% of them are neutral.

Table 03

2. Private tutoring is most beneficial for students in secondary schools					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	0	25	15	10	0
Percentage	0%	50%	30%	20%	0%

In table 4, 25 students (50%) agree with the statement that private tutoring is most beneficial for students in secondary schools. 15 students (30%) are neutral and 10 students (20%) disagree with the statement because they think that private tutoring is not beneficial just for secondary schools

level but it is beneficial for all students at all levels. The highest percentage represents that majority of students agree with the statement.

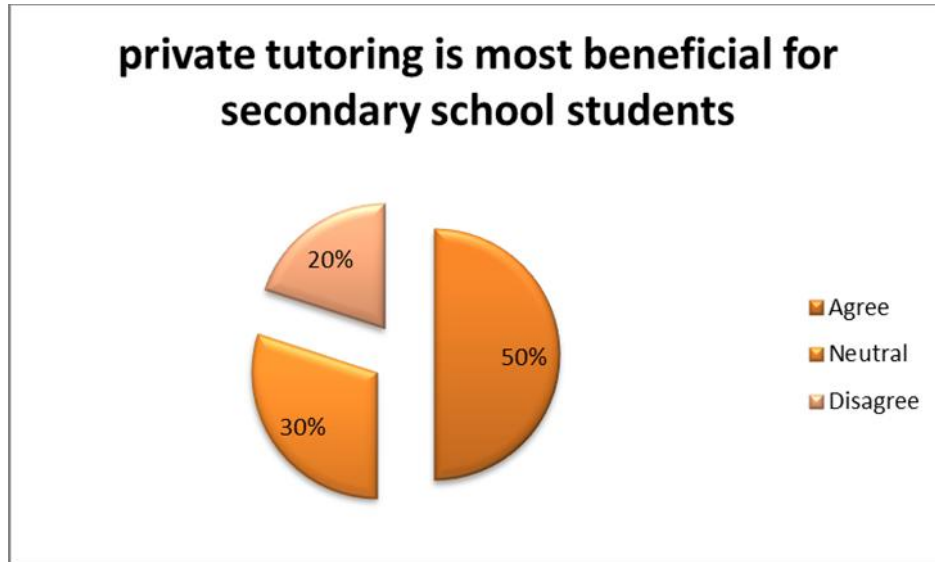


Figure 03: Private Tutoring is Most Beneficial for Secondary School Students

From the figure 3 it is clear that the majority of students agree that private tutoring is mostly beneficial for secondary school students, while 20% and 30% they are between neutral and disagree with the statement because they maintained that private tutoring plays a crucial role in strengthening and improving academic achievement of all students’ at all educational levels.

Table 04

3. Private tutoring improves students’ academic achievements					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	30	12	8	0	0
Percentage	60%	24%	16%	0%	0%

In table 5, 30 students (60%) strongly agree and 12 students (24%) agree that private tutoring improves students’ academic achievements. and only 8 students (16%) are neutral. So highest percentage is 60% which show that majority of the students strongly agreed with the statement.

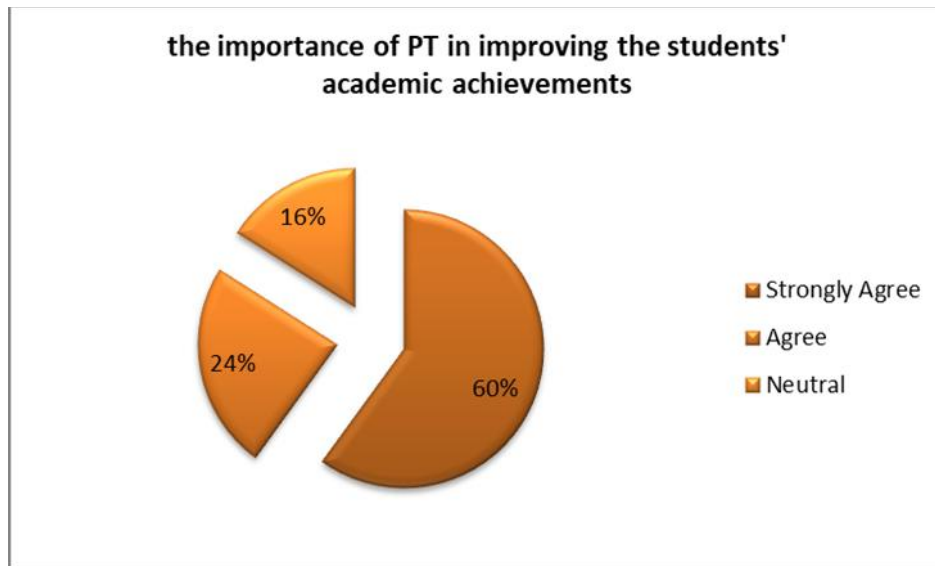


Figure 04: The importance of PT in improving the Students' Academic Achievements

This graph shows the different percentages of students' attitudes towards the importance of private tutoring in improving the students' academic achievements. From the pie chart it is clear that the majority of participants with a ratio of 60% and 16% are strongly agree that private tuition plays a crucial role in strengthening and improving student's academic achievement and that there is a significant positive effect of private tuition on the academic achievement of students in the subject of English at the secondary school level. While only 24% of students prefer to stay neutral with the statement.

Table 05

4. Private tutoring improves the students' examination scores					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	40	0	10	0	0
Percentage	80%	0%	20%	0%	0%

The results of table 6 reveal that 40 learners (80%) strongly agree with the statement that private tutoring improves the students' examination scores, and 10 learners (20%) stay neutral with the statement.

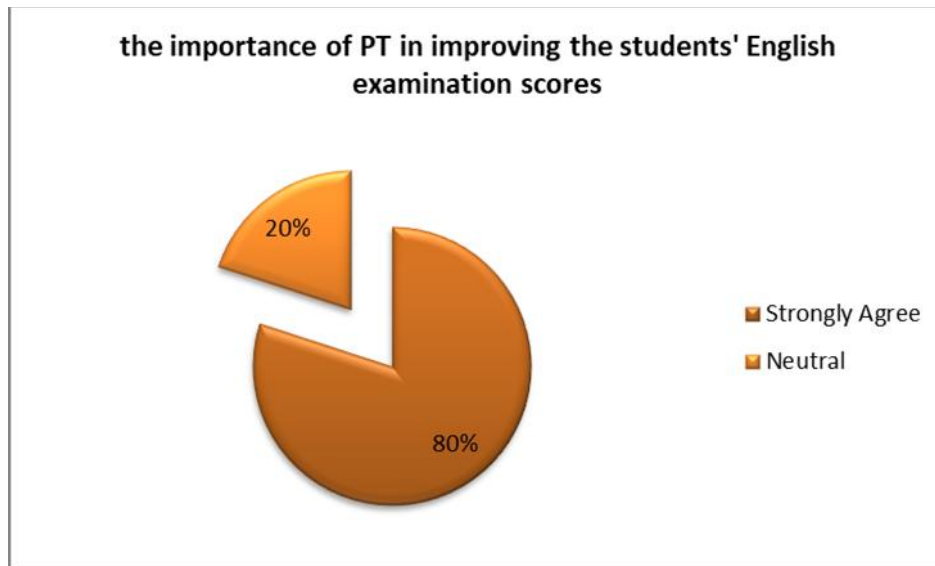


Figure 05: the importance of PT in improving the Students’ English Examination Scores

Figure 5 reveals that most of the students (80%) strongly agree that private tutoring is very important in improving the students’ English examination scores. The majority of students believes that private tutoring often or always focuses on exams. They perceive private tutoring to be often helpful in raising exam scores, improving students’ ability, providing exam tips and exam drills. While a small minority of them are neutral.

Table 06

5. Private tutoring enhances the students' critical thinking skills					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	20	13	17	0	0
Percentage	40%	26%	34%	0%	0%

According to the table 7, 20 learners (40%) and 13 learners (26%) are “Strongly agree” and “Agree” respectively that private tutoring enhances the students’ critical thinking skills. 17 learners (34%) remain neutral with the statement.

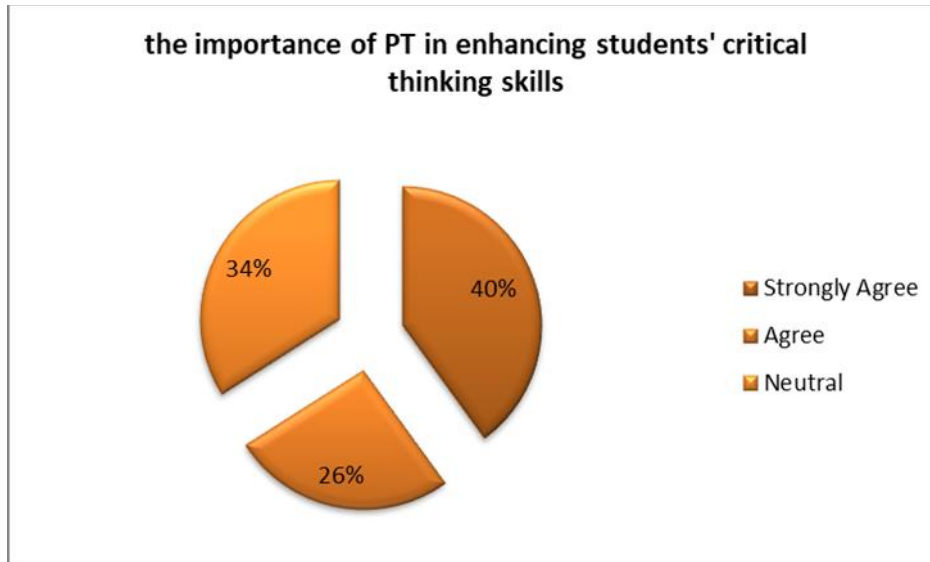


Figure 06 : the importance of PT in enhancing students’ critical thinking skills

This graph shows the perceptions of students towards the importance of PT in enhancing students’ critical thinking skills, from the pie chart it is clear that the majority of students agree that private tutoring is very important in enhancing students’ critical thinking skills in other words, they perceive tutoring to be effective both in increasing academic performances and also in other respects such as developing learning strategies, confidence levels, and critical thinking.

Table 07

6. Private tutors teach the students to become independent learners.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	8	6	30	4	2
Percentage	16%	12%	60%	8%	4%

We can see from table 8 that a majority of the students that is 30 learners (60%) stay neutral with the statement that Private tutors teach the students to become independent learners. 8 learners (16%) strongly agree and 6 learners (12%) agree with the statement. And we can also see from the table that 4 students (8%) and 2 students (4%) are disagree and strongly disagree with the statement, they do not support this statement.

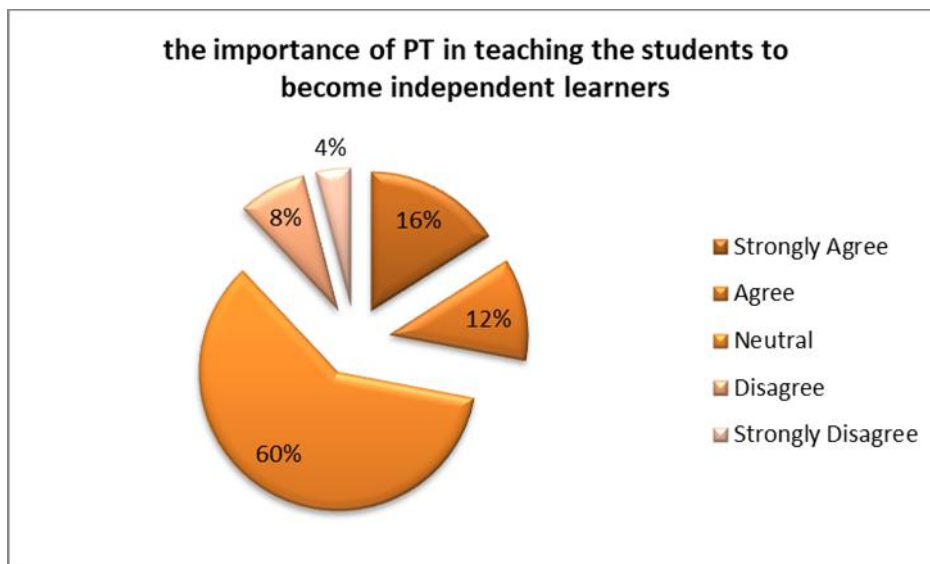


Figure 07: the importance of PT in teaching students to become independent learners

The pie chart shows that the majority of students with ratio of 60% is neutral with the statement and 16%, 12% is between strongly agree and agree with the fact that private tutoring help students to become

independent learners and help them to set goals, monitor and evaluate their own academic development, so they can manage their own motivation towards learning. And the rest of students do not support the statement.

Table 08

7. Students received more individualized instruction and actively engaged in learning.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	30	13	7	0	0
Percentage	60%	26%	14%	0%	0%

Table 9 shows that more than half of the learners, about 30 students (60%) of total participants are strongly agree with the statement that Students received more individualized instruction and actively engaged in learning. 13 students (26%) are agree and 7 students (14%) stay neutral with the statement. So From the above table highest percentage shows that majority of the participants agree with the statement.

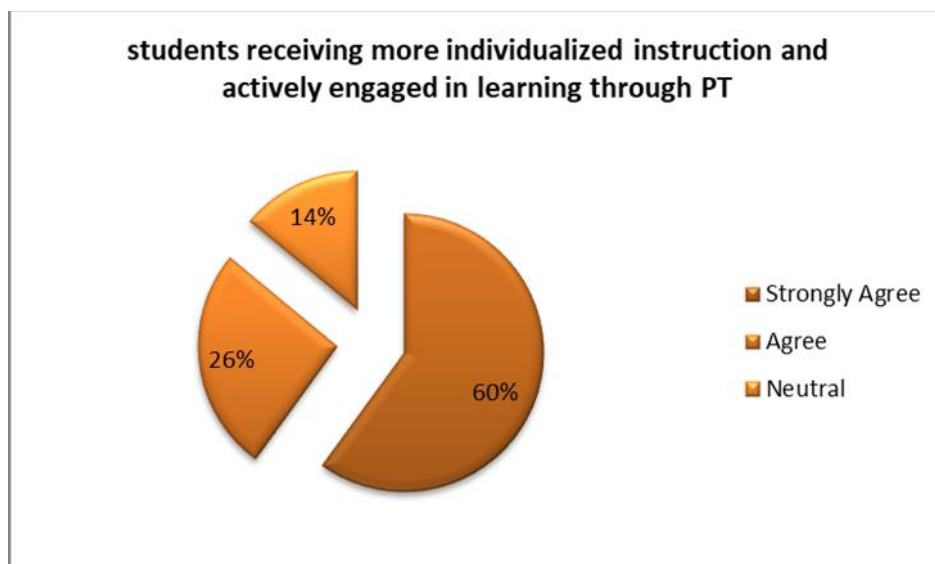


Figure 08: students receiving more individualized instruction and actively engaged in learning through private tutoring

From the figure 8 it is clear that the majority of students (86%) support the statement that students receiving more individualized instruction and actively engaged in learning through private tutoring

Table 09

8. Private tutoring focused on covering the same topics as the school curriculum.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	15	17	18	0	0
Percentage	30%	34%	36%	0%	0%

Most of the participants which are about 17 students (34%) agree and 15 students (30%) strongly agree with the fact that private tutoring focused on covering the same topics as the school curriculum. 18 learners (36%) stay neutral. The highest percentage of response shows that majority of students support this statement.

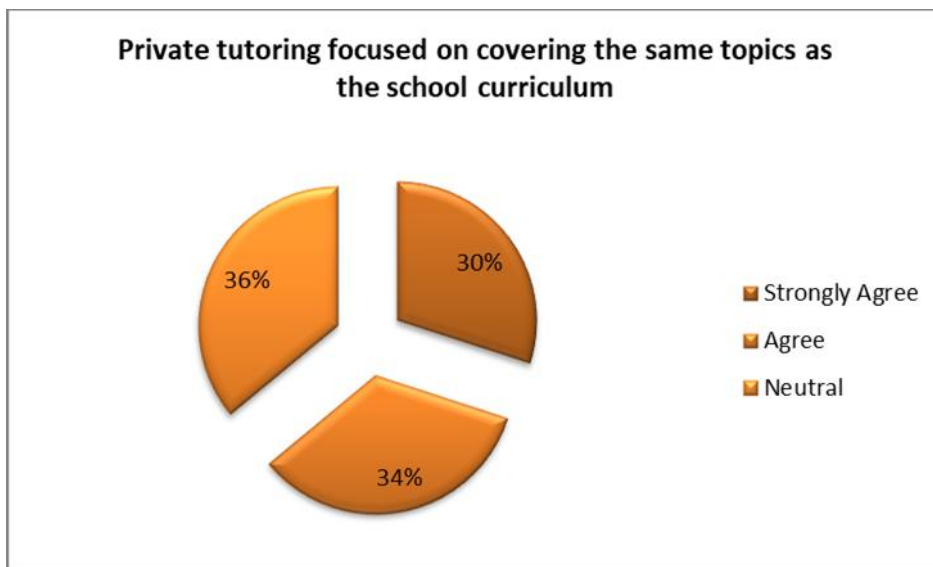


Figure 09: Private tutoring focused on covering the same topics as the school curriculum

The graph shows that there is not great differences between the ratios of students who are agree and who are neutral with the statement that private tutoring focused on covering the same topics

as the school curriculum. in this studey students feel that they are in need of private tutoring because it is parallel to the formal system of education and to supplement academic support and to overcome school inadequacies especially in learning foreign languages such as English.

Table 10

9. The instructional methods and the learning material used in private tutoring Were similar to those used in regular classroom teaching.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	0	11	7	32	0
Percentage	0%	22%	14%	64%	0%

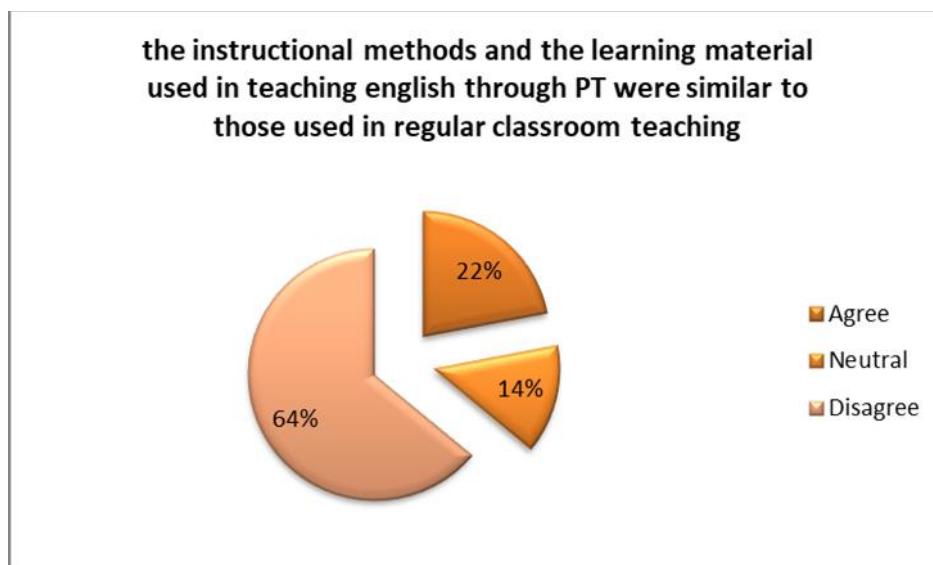


Figure 10: the nstruotional Methods and the Learning material used in teaching English were the same to those used in regular classroom teaching

as shown in the pie chart 64% of students are disagree with the statement that the instructional methods and the learning material used in teaching English through private tutoring were similar

to those used in regular classroom teaching. the graph also shows that only (22%) of them are agree and (14%) are neutral which means that the majority of students think that School lessons can often be quite rigid in their learning style, as they often have very set goals and a strong reliance on text books. Private classes usually have a less formal approach though, and so are more flexible as a result. This leaves tutors free to use whichever materials and learning styles which they deem most useful. Thus, a student will often be faced with materials that they would not encounter in school. These adaptations can be a great help, as they prevent students from becoming bored whilst at the same time pushing their boundaries and providing them with a challenge.

Table 11

10. Tutors provide students with learning strategies and give them feedback about their learning progress.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	0	24	12	14	0
Percentage	0%	48%	24%	28%	0%

From the table 12, we can see that about 24 students (48%) support the statement that Tutors provide students with learning strategies and give them feedback about their learning progress. 12 students (24%) remain neutral and 14 students (28%) disagree with the statement.

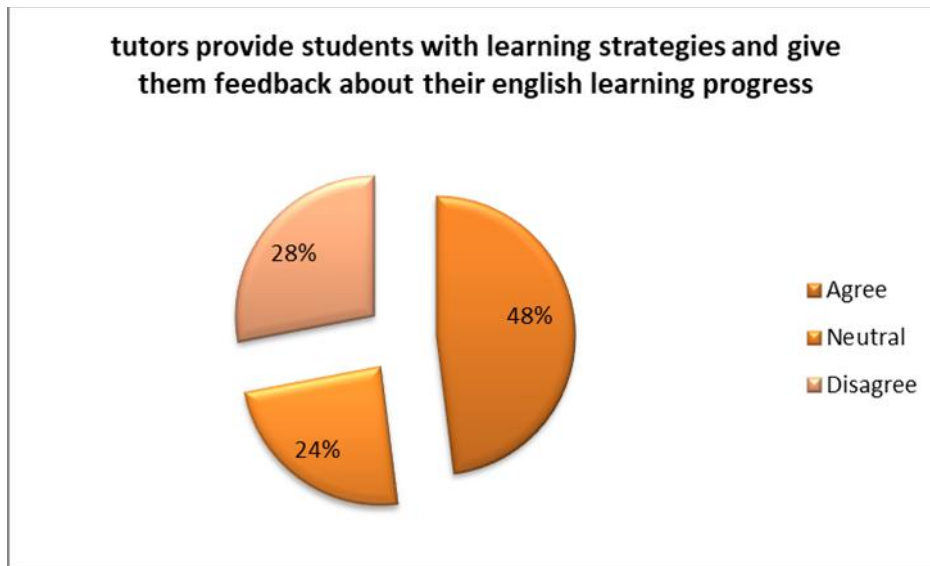


Figure 11: tutors provide students with learning strategies and give them feedback about their English learning progress

as it can be seen from the graph 48% of students agree that tutors provide them with learning strategies and give them feedback about their English learning progress and this is one of the advantages of private tutoring is that lessons can easily be customised to suit each student. Whereas in school a student may be at a disadvantage, if, for example they work at a different pace to the rest of the class, or need to focus more attention on a specific aspect of the course, private tuition largely negates these problems. Learners will benefit from the fact that a tutor can adjust the pace, focus and goals of a lesson depending on the needs and abilities of the student, meaning that learning efficiency will be maximised and then give them feedback about their learning progress. 28% of students do not support the statement and the rest are neutral.

Part Two: the students' behavioral attitudes

Table 12

1. Students have more interaction with private tutors.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	33	10	7	0	0
Percentage	66%	20%	14%	0%	0%

It can be seen from the table 13 that 33 students (66%) and 10 students (20%) of the student participants “Strongly agree” and “Agree” respectively that Students have more interaction with private tutors. 7 students (14%) remain neutral.

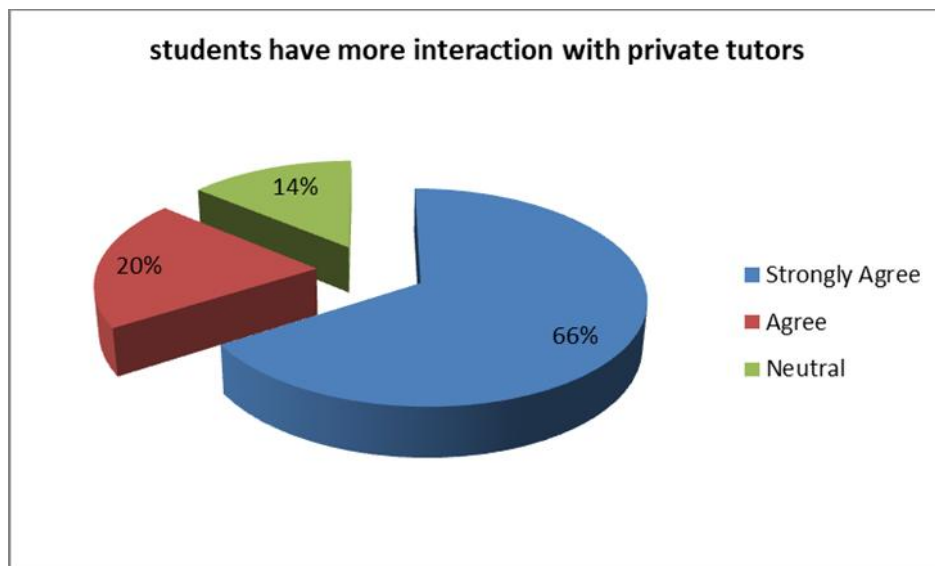


Figure 12: students have more interaction with private tutors

The pie chart shows that the majority of students 66% strongly agree that they have more interaction with the private tutors and this is why private tutoring is very effective in learning English, and this is who every teacher should be, a teacher should remove all the barriers of communication. They must try to create a positive environment with their students. Poor communication will never let students learn effectively. A good teacher is the one who responds again and again to each and every student's query. They should also try to build trust so that a student will never feel uncomfortable to ask questions. Patience is one of the key elements that is required in this profession. If a student finds any difficulty on a particular topic, the tutor should help the student at any time. In a class of many students, everyone is not the same. Each individual has a different level of understanding. So, a tutor should realize this and take care of every student they tutor. 20% of students and 14% of them are between agree and neutral with the statement.

Table13

2. Students are interested in private tutoring courses because Private tutors are more inspiring in teaching English.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	0	30	15	5	0
Percentage	0%	60%	30%	10%	0%

According to table 14 most of the participants which are about 30 students (60%) agree with the fact that Students are interested in private tutoring courses because Private tutors are more inspiring in teaching English. 15 students (30%) stay neutral and a total of 5 students (10%) disagree with the statement. The highest percentage of response shows that majority of students support this statement.

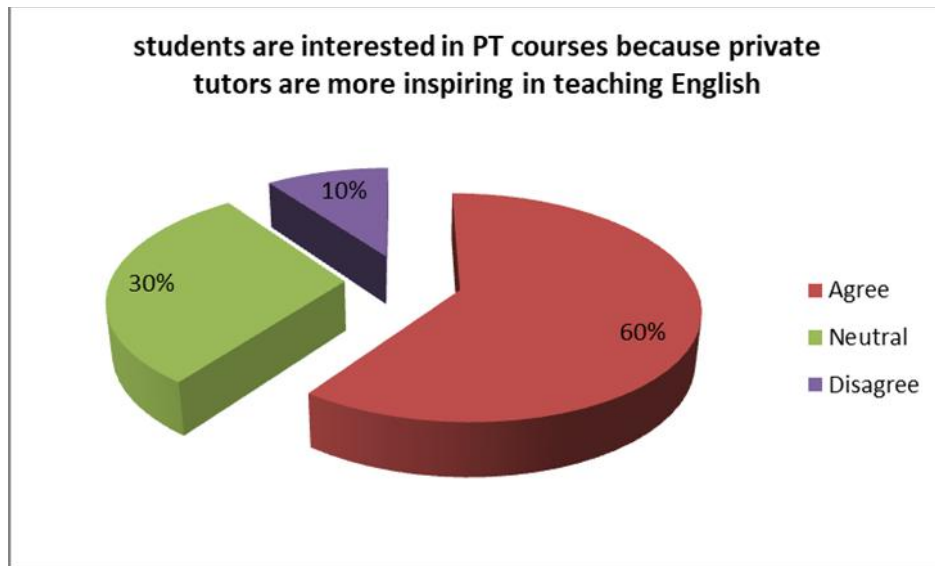


Figure 13: students are interested in PT courses because private tutors are more inspiring in teaching English

The graph shows the different ratios of students who are agree, disagree and neutral with the fact that private tutoring is very interesting and inspiring in learning English. Students think that private tutoring does not have to be boring for either the tutor or his students; there are ways to make tuition time enjoyable and rewarding. Tutoring works best when there is a constructive and symbiotic relationship between the teacher and the student, where both have thoughts and opinions to share with each other.

Table 14

3. students become more confident in their study after taking private tuition					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	9	31	6	4	0
Percentage	18%	62%	12%	8%	0%

As is shown in table 15, 31 students (62%) agree and 9 students (18%) strongly agree that students become more confident in their study after taking private tuition. 6 students (12%) are neutral and 4 students (8%) disagree with the statement.

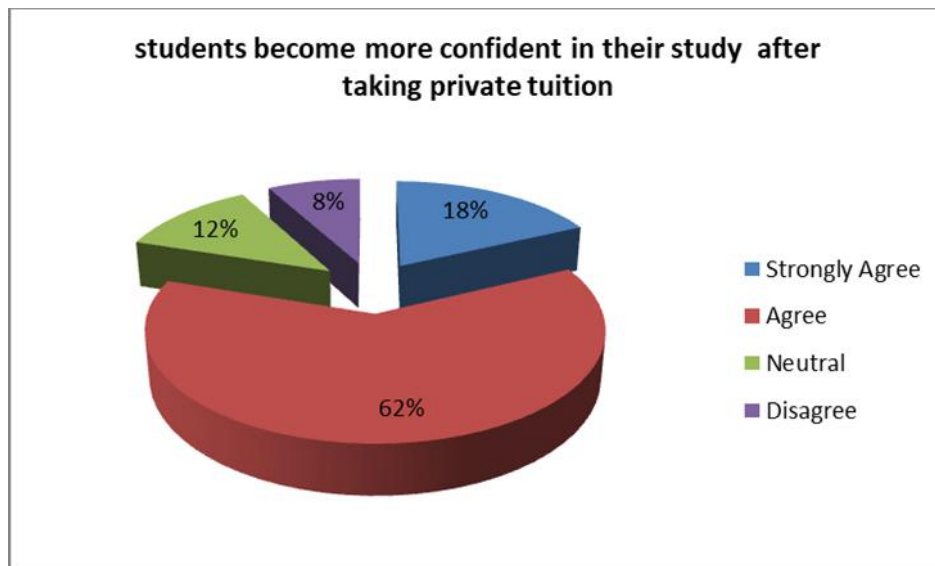


Figure 14: students become more confident in their study after taking private tuition

The ratio of students who feel that they are more confident in their English study after taking private tutoring was higher in the pie chart, where 62% of students agree with this whereas 12% of them are neutral and only 8% who were disagree. This percentage shows the benefit of private

tutoring in increasing students confidence, as students think that as private tuition is usually one-to-one, they are able to work with tutors much more closely and develop stronger relationships than would otherwise be possible in a larger class.

Table 15

4. students who receive private tutoring in English mainly do homework, repeat the contents of the curriculum, and engage in practicing.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	0	33	10	7	0
Percentage	0%	66%	20%	14%	0%

From the table 16 it can be seen that Most of the students which are about 33 students (66%) agree with the fact that students who received private tutoring mainly did homework, repeated the contents of the curriculum, and engaged in practicing. 10 students (20%) remain neutral and total 7 students (14%) do not agree with the statement.

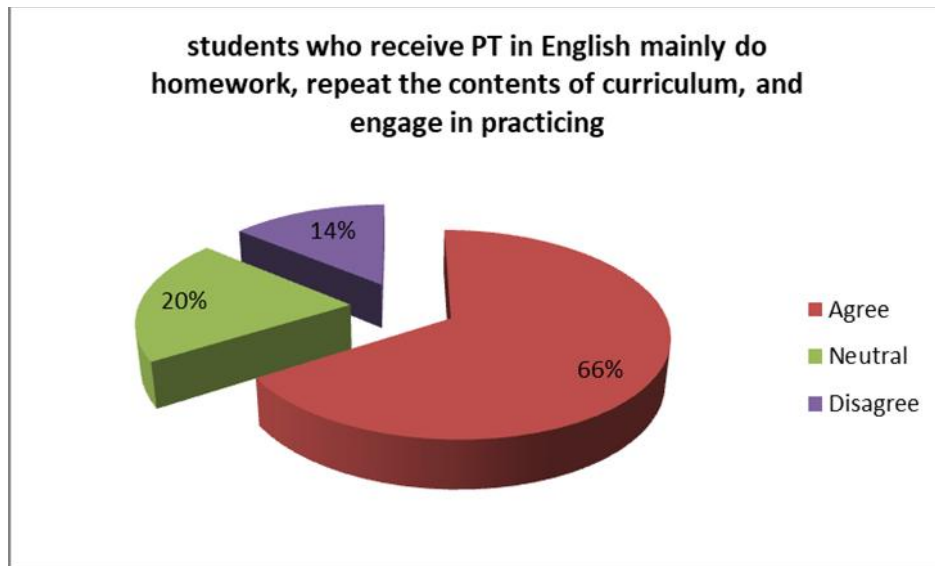


Figure 15: students who receive PT in English mainly do homework, repeat the contents of curriculum, and engage in practicing

The pie chart shows that 66% of students who receive private tutoring in English mainly do homework, repeat the contents of curriculum, and engage in practicing, so as a conclusion, homework can often be a boring, and sometimes daunting, experience for students. many of students do their homeworks without really engaging in the subject. so having a tutor can make them focussed and interested, and also will ensure that the homework is not only completed to a higher standard, but the more important is what the students gained from it. Similarly, tutors can be especially effective in troubleshooting and also knowing students weaknesses, As such, a tutor's help can prove invaluable. While 20% of students prefer to stay neutral and the others are disagree.

Part Three: the Students' affectional attitudes

Table 16

1. Students feel that private tutoring encouraged them to Analyze English subject in a deeper, more analytical manner.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	0	16	22	12	0
Percentage	0%	32%	44%	24%	0%

As can be seen from the table 17, 22 students (24%) stay neutral with the statement that Students feel that private tutoring encouraged them to analyze subjects in a deeper, more analytical manner. And 16 students (32%) agree that they feel that private tutoring encouraged them to Analyze subjects in a deeper, more analytical manner. 12 students (24%) disagree with the statement. the pie chart illustrate the different attitudes of students.

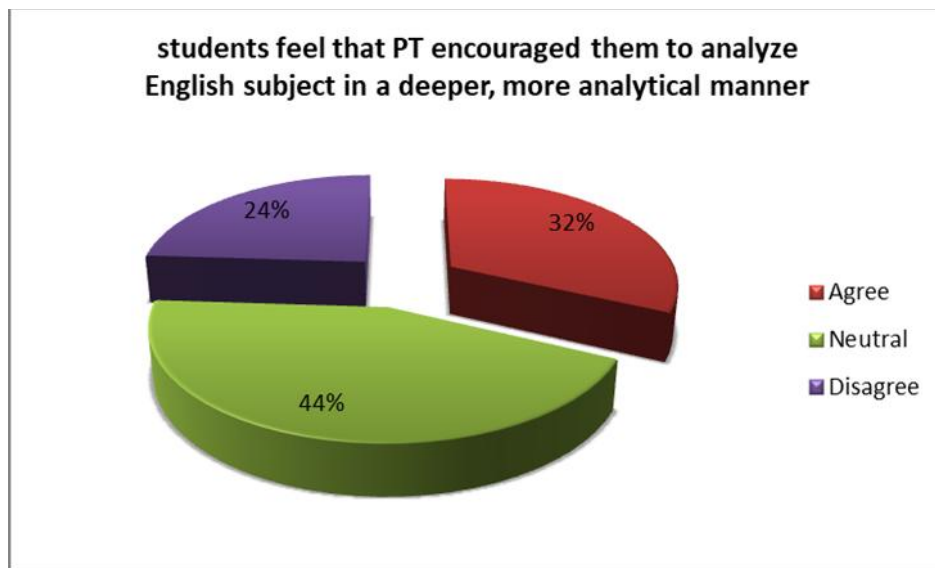


Figure 16: students feel that PT encouraged them to analyze English subject in a deeper, more analytical manner

Table 21

2. Students feel that private tutoring put more emphasis on solving problems and practicing.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	28	5	17	0	0
Percentage	56%	10%	34%	0%	0%

According to table 18, more than half of the learners, about 28 students (56%) of total participants, strongly agree that they feel that private tutoring put more emphasis on solving problems and practicing, and 17 students (34%) remain neutral while 5 students (10%) also agree with the statement. the figure below illustrate the findings of the table about the different attitudes of students towards this statement.

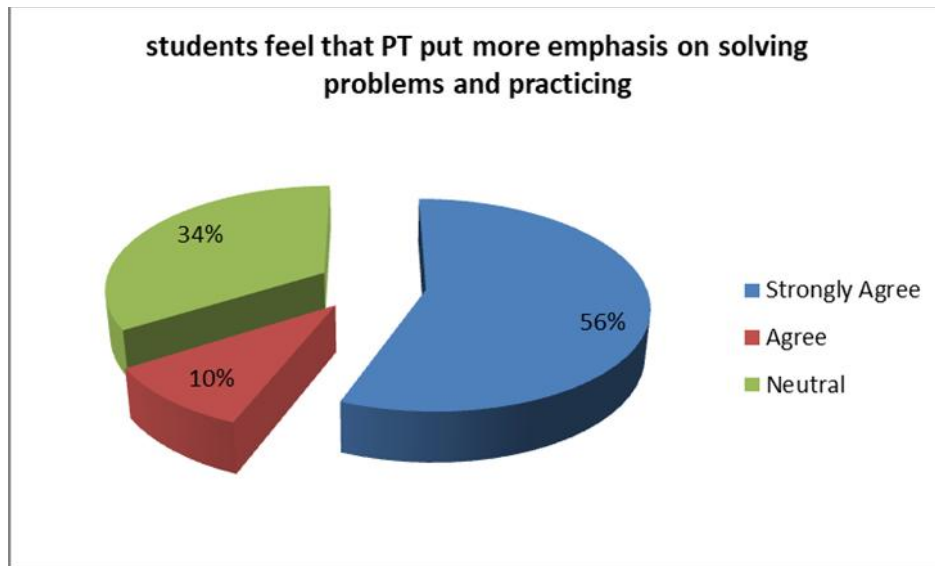


Figure 17: students feel that PT put more emphasis on solving problems and practicing

Table 22

3. Students enjoy the use of humor into the tutoring session.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	24	16	10	0	0
Percentage	48%	32%	20%	0%	0%

From the table 10, we can see that about 24 students (48%) strongly agree with the statement that Students enjoy the use of humor into the tutoring session.16 students (32%) agree and 10 students (20%) are neutral. the figure below illustrate the findings of the table about the different attitudes of students towards this statement.

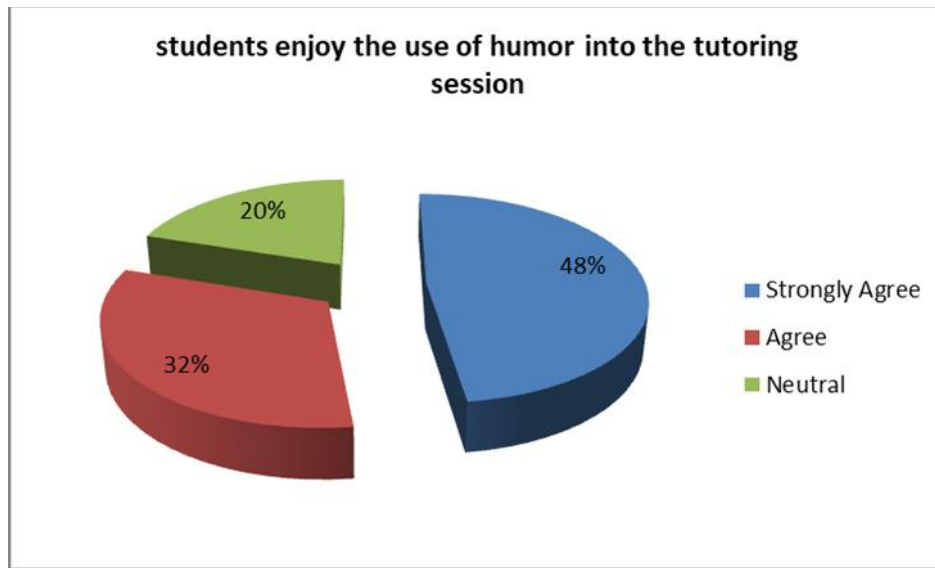


Figure18: Students enjoy the use of humor into the tutoring session

Table 23

4. Students like the teaching materials used during a tutoring session.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	0	34	16	0	0
Percentage	0%	68%	32%	0%	0%

From the table 20 it can be seen that Most of the participants which are about 34 students (68%) agree that Students like the teaching materials used during a tutoring session. 16 students (32%) stay neutral. The highest percentage of response shows that majority of students support this statement.

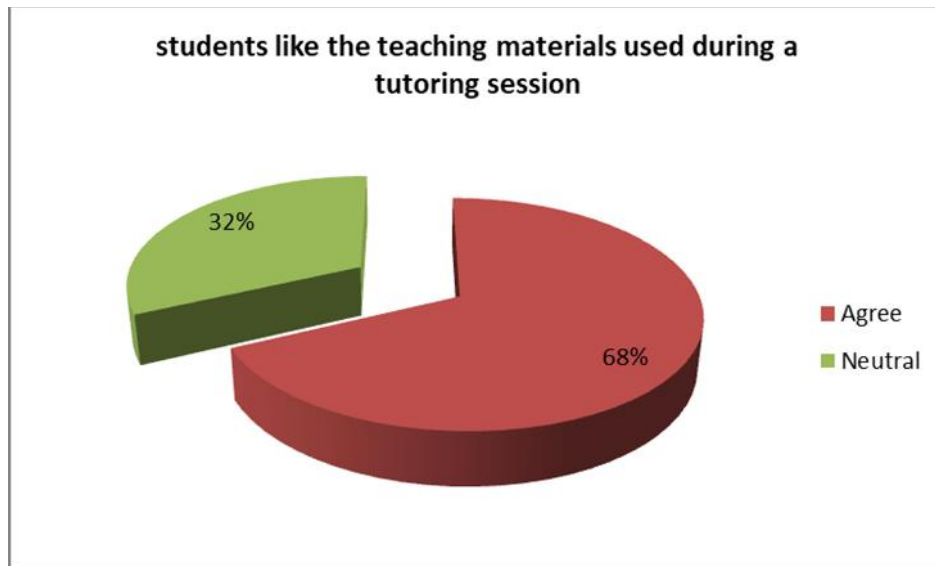


Figure 19: students like the teaching materials used during a tutoring session

Table 24

5. Students enjoy that private tutors fill their class with interesting video presentations songs or works of literature that cover the theme they are teaching.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	10	12	23	5	0
Percentage	20%	24%	46%	10%	0%

As shown in table 21, 23 students (46%) remain neutral that they enjoy that private tutors fill their class with interesting video presentations songs or works of literature that cover the theme they are teaching. 12 students (24%) agree and 10 students (20%) strongly agree with the statement. a total of 5 learners (10%) disagree with the statement. the figure below illustrate the findings of the table about the different attitudes of students towards this statement.

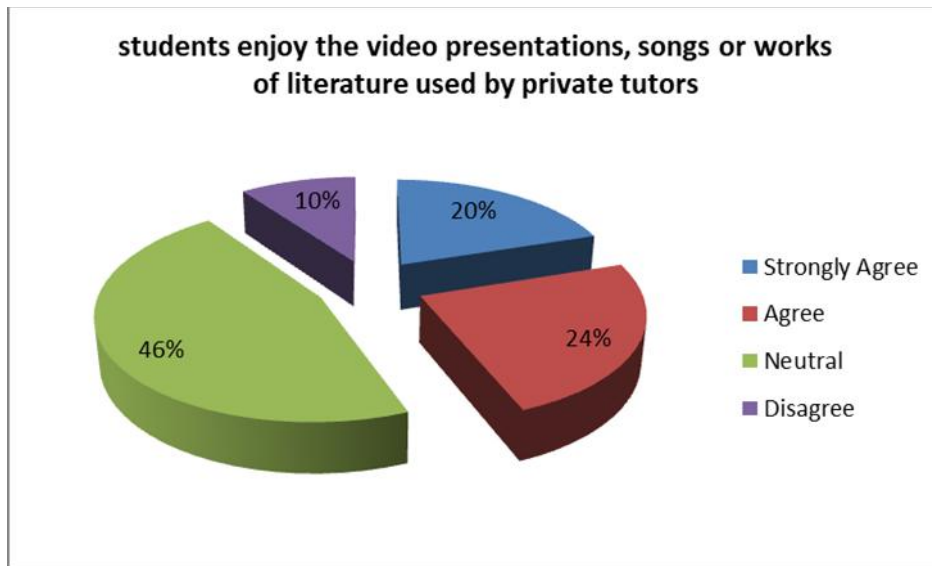


Figure 20: students enjoy the video presentations, songs or works of literature used by private tutors

Table 25

6. Students are satisfied with the lesson provided by private tutor.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Number of Students	39	0	11	0	0
Percentage	78%	0%	22%	0%	0%

As can be seen in the table 22, more than half of the students, about 39 students (78%) of total participants, strongly agree that they are satisfied with the lesson provided by private tutor. And 11 students (22%) stay neutral with statement. the figure below illustrate the findings of the table about the different attitudes of students towards this statement.

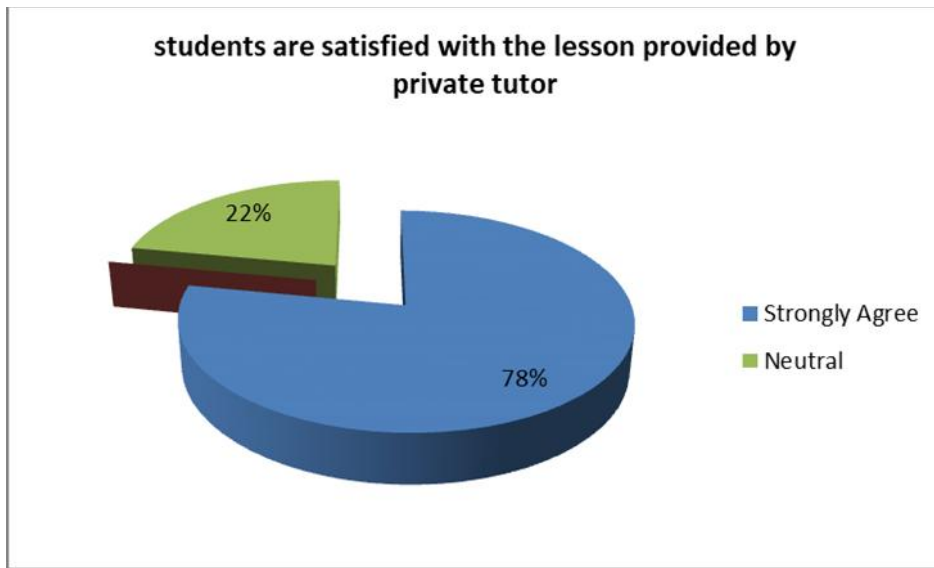


Figure 21: Students are satisfied with the lesson provided by private tutor

Discussion

Fifty English students of the first year level participated in the study, and agreed to answer the survey; these students shared their learning experience in private tutoring, particularly in learning English as foreign language. The research objective was to examine the attitudes of 1st year ELT students towards private tutoring in learning English as foreign language and it also aims to enquire into their cognitive, affective and behavioral attitudes towards private tutoring in learning English, based on the main research question and the sub questions, This discussion is organized into three subsections.

Students' beliefs towards private tutoring

the research has demonstrated that the majority of students believe that private tutoring is very beneficial for them and for their academic achievement and also it's an effective way in learning English as foreign language. As noted in the literature review, there is a wide body of literature which already exists which demonstrates the power of private tutoring on learning English? Scholars such as Hamid et al. (2009) demonstrated in their study that focused on the learning of English, that students who had received private lessons had double the frequency of higher grades than their counterparts who did not receive private lessons. This view is shared by Lee (2010) and Coniam (2014a) both reported the effectiveness of private tutoring. Lee's (2010) study on 43 Korean university freshmen showed that the students' pre-university exposure to private English learning was diverse and that those who had private tutoring showed significantly higher English proficiency than those who were only exposed to mainstream schooling. In Hong Kong, Coniam (2014a) investigated students' (aged 18-19) performance in a public English examination after receiving instruction from a private tutoring school for one academic year. The results show significant improvement in the students' examination performance, though the outcome was not as high as the students had desired. This is strongly evidenced in the survey which determined that over 50% of students receive private tutoring, Thus the findings of the study clearly support the literature insofar as there is a strong positive link between the attendance of private tutoring and the learning of English as foreign language.

Students' behavioral attitudes towards private tutoring

Further granular analysis of this relationship revealed that more students were inclined to support the effectiveness of private tutoring in learning English (with almost 70% agreement), and that they were receiving private tutoring to improve their academic performance and their examination scores and also to enhance their critical thinking skills (with almost 100% agreement). It is therefore obvious that private tutoring satisfy the needs of students in learning English as foreign language insofar as it helps to receive more individualized instruction and actively engaged in learning. It is further argued that as the vast majority of students depend on private tutoring in their learning, because they have more interaction with private tutors and they are more inspiring in teaching English, and also because they receive more individualized instruction and actively engage in learning and this makes private tutoring more effective in learning English. Similarly, the adult English learners from Russia in Kozar and Sweller (2014) described ideal teachers at tutoring centers as “result providers” who have a “strict” and “demanding” style, so that desired examination-oriented goals can be achieved (p. 47).

Students' affective attitudes towards private tutoring

It is also obvious that the vast majority of students depend on private tutoring in their learning, because it also focuses on covering the same topics as the school curriculum. as it can be seen from the survey that most participants are satisfied with teaching methods using in private tutoring, so they feel that private tutoring courses are more inspiring in learning English, and that it encourages them to Analyze subjects in a deeper, more analytical manner. Students also feel that the important thing is that private tutoring put more emphasis on solving problems and practicing, and sometimes the use of humor into the tutoring session. Building on this theme Mischo and Haag 2002: 270, also observed that pupils receiving paid tutoring received significantly higher school marks than their counterparts without tutoring. Furthermore, Silova and Kazimzade (2006) argued that private tutoring is a particularly powerful and effective means of quickly and accurately targeting a desired education level, and believed that believed that private tutoring was “the only way to get a high-quality education” (p. 127). Also Coniam (2014b) in his interview study with 17 high school students, found that students praised the examination-focused teaching approach employed in tutoring and also commented that they

appreciated teachers who allowed them more freedom and “treated their ‘customers/clients’ in a more adult, business-like way” (p. 387).

In summary of this chapter it is evident that private tutoring is an effective means of learning English. And it is also clear from the results that private tutoring has become so deeply integrated in Algeria education system and the reasons for attending private tutoring were various. Among all the factors, one factor stood firmly as causing this phenomenon that was the "diploma" factor. From the students' responses it is clear that most students are aware of the importance of diploma in their future life or career; they are willing to "sacrifice" their leisure time to prepare for the university entrance examination, school leaving examinations, including having private tutoring after school just for earning the "diploma" or "certificate". And the best way for them to achieve those goals is to attend private tutoring classes; most of the participants believe that private tutoring focus on covering the same topics as the school curriculum. And that it provides them with learning strategies and gives them feedback about their learning progress. So they think private tutoring may be beneficial for their studies. Next, this section of the chapter addresses whether or not the data gathered and analyzed earlier in this chapter serves to prove or disprove the hypothesis as initially set out in chapter three. Next, this section of the chapter addresses whether or not the data gathered and analyzed earlier in this chapter serves to prove or disprove the hypothesis as initially set out in chapter three. So from the whole survey and based on students' responses there is no doubt that the hypotheses that ELT students share positive attitudes towards private tutoring , and that they believe that private tutoring is beneficial for them are accepted.

Finally, this research has revealed a number of relationships between variables which add particularly insight to this topic. Thus, the following chapter provides final conclusions to the study and poses a series of recommendations for practitioners and academics for areas of further research.

Chapter five

Limitations, Recommendations and Conclusion

Chapter V Limitations, Recommendations and Conclusion

Limitations OF THE STUDY

Taking into account the foregoing discussions and analysis in respect of the attitudes of students towards private tutoring in learning English, and Since all research studies are confronted by a number of limitations, there are three major limitations in this study that could be addressed in future research:

1. The topic of private tutoring depends on access to students and teachers and because of the strikes which happened at SAIDA university access to students in order to gather data was limited.
2. Time limitation presented difficulties in the execution of the study. Because the topic of my study requires an excessive amount of time to complete the literature review, apply the methodology, and gather and interpret the results.
3. When conducting the research, my sample size was too small and this made the identification of significant relationships from the data difficult.

RECOMMENDATIONS FOR FUTURE RESEARCH

After completing the study and in view of its limitations, the following recommendations can be made for future research:

1. While conducting researches on topics that depend on the access to people, or organizations such as private tutoring, the researcher need to do prior planning before starting his work and expect any constraints that may confronted him.
2. A similar study can be conducted with a larger sample size, so that one may be able to use the diverse demographic information of respondents when comparing the results. Specifically, the differences between respondents can be investigated
3. It is recommended that the same research problem can be constructed with taking into account that the topic needs extra efforts and excessive amount of time in order to avoid any constraints that may impact the findings of your study.
4. It is also recommended to construct the same research in a new location such as large cities where you may find a diversity of perspectives and you may have a sufficient sample size in order to conclude a valid research result. as it is known in the research field the larger the sample, the more precise your results will be.

Conclusion

Conclusion

Conclusion

In conclusion of this research study it can be seen that there is a strong and direct relationship between private tutoring and learning English as foreign language, This Research has demonstrated that students have great demand for private tutoring, all the first year students in the sample had received tutoring. The primary findings of this study fully concur with their literature, and extend the findings to take account of the fact that examinations, and the consequences from success or failure in examinations, were the dominant driver of demand for tutoring. The primary findings of the study also revealed that many students appreciated tutors 'roles of helping them with learning english difficulties and facilitating english examination preparation, it is clear from these data that students generally have positive perceptions on the effectiveness of private tutoring in learning English as foreign language. These features have parallels in other parts of the world, particularly in East Asia (Bray and Lykins 2012; Jang 2011; Zhang 2013), the research also revealed that students consider private tutoring as a good way in improving their examination grades, confidence in examinations, revision skills, and learning strategies.

The present study has captured the perspectives of a range of students involved in private tutoring in learning English; Future research should pay more attention to the diversity of perspectives and voices informing the private tutoring experience. And it is also obvious that the study is limited to student evaluations of their private tutors, and how they feel towards private tutoring. the important area that need to explore further is the reasons that make private tutoring in learning English an established practice between the Algerian students, which may be linked to a number of features specific to the Algerian education system, including low teacher wages and strong selective practices at the high school level. In recent years, educational policies have negatively impacted the quality of education and encouraged private tutoring, thus imposing further economic burdens on families. The new directives of Algerian's Ministry of Education concerning high schools, and new regulations for admission to final exams have all contributed to the increase in demand for private tutoring. Private tutoring is an outcome of the absence of adequate provisions in public schools to assure equal opportunities for all students. And also it is an outcome of failing of The Algerian School to cater for all students in an equitable manner, thus falling far short of upholding a core democratic aim of public education. In other words,

Conclusion

shadow education in Algeria is an indicator of the low quality of public education. In one of his reports on private tutoring, Bray (2011, p. 60) quoted the General Secretary of Education International, the umbrella body for teachers' unions, who wondered:

[Is] education about giving each child, each young man or woman, the opportunity to develop his or her full potential as a person and as a member of society? Or is education to be a service sold to clients, who are considered from a young age to be consumers and targets for marketing?

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Appendixes

Dear students,

We're conducting research on the attitudes of 1st year students of ELT towards private tutoring in learning English as foreign language. We would appreciate your taking the time to complete the following survey, it would take only few minutes, and your responses are completely anonymous, please try to be as honest and as accurate as you possibly can.

General Information

Female

Male

Section One: What do ELT Students Believe about Private Tutoring in Learning English as Foreign Language?

Please read the statements concerning your beliefs about private tutoring, and indicate to what extent you agree or disagree with each statement.

	strongly disagree	disagree	no opinion	strongly agree
1. Private tutoring is more effective in learning English as foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Private tutoring is most beneficial for students in secondary schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Private tutoring improves students' academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Private tutoring improves the students' examination scores
5. Private tutoring enhances the students' critical thinking skills
6. Private tutors teach the students to become independent learners.
7. Students received more individualized instruction and actively engaged in learning.
8. Private tutoring focused on covering the same topics as the school curriculum.
9. The instructional methods and the learning material used in private tutoring
Were similar to those used in regular classroom teaching.
10. tutors provide students with learning strategies and give them feedback about
their English learning progress.

Section Two: How Do ELT Students Behave Towards Private Tutoring in Learning English As Foreign Language?

Please answer the questions below concerning your behavioral attitude by ticking the appropriate answer to you.

Strongly disagree disagree no opinion strongly agree agree

1. Students have more interaction with private tutors.
2. students are interested in private tutoring courses because

Private tutors are more inspiring in teaching English.

3. students become more confident in their study after taking private tuition

4. students who received private tutoring mainly did homework,

repeated the contents of the curriculum, and engaged in practicing.

Section Three: What Do ELT Students Feel about Private Tutoring?

Read the statements and tick the adequate answer to you.

Strongly Agree Agree Neutral Disagree Strongly Disagree

1. Students feel that private tutoring encouraged them to

Analyze subjects in a deeper, more analytical manner.

2. Students feel that private tutoring put more emphasis

on solving problems and practicing.

3. Students enjoy the use of humor into the tutoring session.

4. Students like the teaching materials used during a tutoring session.

5. students enjoy that private tutors fill their class with interesting

video presentations songs or works of literature that cover the theme they are teaching.

6. Students are satisfied with the lesson provided by private tutor.

Thank you for your participation