

**The Nature, Effectiveness and Implications of English Private Tutoring: Voices of First  
Year Undergraduate Students in Kazakhstan**

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Date: 14 of October 2022

Dear **Zhibek Shymbay**:

This letter now confirms that your research project titled **The Nature, Effectiveness and Implications of English Private Tutoring: Voices of First Year Undergraduate Students in Kazakhstan** has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely,

**Dr. Anas Hajar**

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## ABSTRACT

### **The Nature, Effectiveness and Implications of English Private Tutoring: Voices of First Year Undergraduate Students in Kazakhstan**

An increasing number of empirical studies have been conducted in Kazakhstan and beyond to capture students' private tutoring (PT) experiences. However, there is still a scarcity of research that has explored the nature and effectiveness of English Private tutoring (EPT) in particular. This mixed-methods study sought to explore a group of undergraduate students' experiences of having EPT over the past 12 months during their preparation for the university entrance exam, underlying its nature and effectiveness by answering the following research questions: 1) *What was the nature of EPT in terms of its intensity mode, frequency, cost, and providers as received by the study participants?* 2) *How did the participants evaluate their EPT experiences over the previous 12 months?* This study was guided by Dörnyei's (2009) L2 Motivational Self System (L2MSS) of possible selves: the 'ideal' and the 'ought-to' language selves.

The quantitative data was obtained through a close-ended questionnaire from 70 students of a highly selective EMI University in the capital city of Astana in Kazakhstan to understand the participants' background and answer mainly the first research question. The qualitative data were obtained by interviewing 6 participants to understand their motives for attending EPT and how they evaluated their participation in EPT in the preceding 12 months.

The study revealed that most participants had attended EPT in the last 12 months to achieve mainly their ought-to self by gaining higher scores in a high-stakes examination for securing a place at the top universities. The majority of students were willing to invest from 30 000 tenge up to 50 000 tenge (~ \$66 to \$110) monthly. As for the modes of EPT, small-group face-to-face instruction was the most popular choice among participants as it was the most affordable type of tutoring available. However, some participants linked EPT with

achieving their ideal selves by gaining self-confidence and getting job opportunities abroad. The participants shared their experiences by reflecting not only on the benefits of EPT but also its drawbacks, including the absence of guidelines of PT market in Kazakhstan. Thus, Kazakhstani educators and decision-makers can use the study's findings as a useful guide to address the limitations of supplementary education. Pedagogical implications and directions are suggested for further research.

Keywords: english private tutoring; access to EMI university; first-year university students; high-stake examinations.

## Аңдатпа

Қазақстанда және одан тыс жерлерде студенттердің жеке репетиторлық саласындағы тәжірибесін зерделеуге бағытталған аралас әдісті зерттеулер саны артып келеді. Дегенмен, ағылшын тіліндегі репетиторлықтың (АТР) табиғаты мен тиімділігін зерттейтін зерттеулердің тапшылығы әлі де бар. Аралас әдісте негізделген бұл зерттеу университетке түсу емтихандарына дайындық кезінде соңғы 12 айда АТР-дан өткен бакалавриат студенттер тобының тәжірибесін зерттеуге бағытталған. Бұл оның табиғаты мен тиімділігінің негізі болып табылады және келесі зерттеу сұрақтарына жауап береді: *1) Зерттеуге қатысушылар үшін АТР-дың табиғаты, оның қарқындылығы мен жиілігі тұрғысындағы түрлері, шығындары және қызмет ұсынушылары қандай болды? 2) Қатысушылар соңғы 12 айдағы АТР тәжірибесін қалай бағалады?* Бұл зерттеу Дорнейдің (2009) теориясының мүмкін болатын "Ideal" және "Ought" тілдік "мен" деген екі түрінің арасындағы айырмашылығына негізделген.

Сандық деректер қатысушылардың өмірбаянын түсіну және негізінен бірінші зерттеу сұрағына жауап беру мақсатында Қазақстанның астанасында жоғары іріктеу дәрежесі бар университетінің 70 студентінің жабық сауалнамасы арқылы алынды. Сапалы деректер 6 қатысушыны АТР-ге бару себептерін және олардың соңғы 12 айда АТР-ге қатысуын қалай бағалағанын анықтау үшін сұхбат жүргізу арқылы жиналды.

Зерттеу көрсеткендей, қатысушылардың көпшілігі соңғы 12 айда АТР-ға ең алдымен жоғары университеттерде өз орындарын қамтамасыз ету үшін емтихандарда жоғары балл жинау мақсатында қатысқан. Студенттердің көпшілігі өз дайындықтарына ай сайын 30 000 теңгеден 50 000 теңгеге дейін (~ 66 USD - 110 USD) инвестициялауға дайын болғанын атап өтті. АТР түрлеріне келетін болсақ, шағын топтық бетпе-бет оқыту қатысушылар арасында ең танымал таңдау болды, өйткені бұл оқытудың ең қолжетімді түрі. Алайда, кейбір қатысушылар АТР-ді өзіне деген

сенімділікті арттыру және шет елде жұмысқа орналасу мүмкіндіктерін алу арқылы өздерінің *Ideal-to-self* болмысына қол жеткізумен байланыстырды. Қатысушылар өз тәжірибелерімен бөлісіп, АТР-дың артықшылықтары туралы ғана емес, оның кемшіліктері, соның ішінде Қазақстанда репетиторлық нарығының заңды қағидаттарының болмауы туралы да ой қозғады. Осылайша, зерттеу нәтижелері Қазақстандағы педагогтар мен саясаткерлер үшін қосымша білім берудің шектеулерін жою бойынша пайдалы нұсқаулық бола алады. Педагогикалық салдарлар мен одан әрі зерттеу бағыттары ұсынылады.

*Түйін сөздер:* ағылшын тілін жеке оқыту; ағылшын тілді университеті; университеттің бірінші курс студенттері; маңызды емтихандар.

## Аннотация

Природа, эффективность и последствия частных занятий по английскому языку: мнения студентов первого курса в Казахстане

В Казахстане и за его пределами проводится все больше эмпирических исследований, посвященных частным репетиторам студентов. Однако практически нет исследований, которые бы исследовали природу и эффективность частных репетиторов по английскому языку в частности. Данное смешанное исследование направлено на изучение опыта группы студентов первого курса, которые проходили репетиторство в течение последних 12 месяцев в подготовке к вступительным экзаменам в университет и изучению его природы и эффективности, отвечая на следующие исследовательские вопросы: 1) Какова была природа частного репетиторства с точки зрения его интенсивности, частоты, стоимости и провайдеров, как получали его участники исследования? 2) Как оценивали свой опыт частного репетиторства по английскому языку участники в течение последних 12 месяцев? В данном исследовании использовалась концепция мотивационной системы второго языка (L2MSS) Дёрньея (2009), включающая возможные версии "идеального" и "должного" языкового "Я".

Количественные данные были получены с помощью закрытого вопросника, заполненного 70 студентами высокоотборного университета, использующего английский язык как язык обучения, в столице Казахстана, городе Астана, чтобы выяснить их предыдущий опыт и в основном ответить на первый исследовательский вопрос. Качественные данные были получены путем интервью с 6 участниками, чтобы выяснить их мотивы посещения частных репетиторов по английскому языку и оценить их участие в них в предыдущие 12 месяцев.

Исследование показало, что большинство участников посещали репетиторов в течение последних 12 месяцев, чтобы в основном достичь своей "должной" версии себя, получив более высокие баллы на экзамене, определяющем поступление в лучшие университеты. Большинство студентов были готовы инвестировать от 30 000 тенге до 50 000 тенге (~66 до 110 долларов США) в месяц. Что касается форм частного репетиторства, самым популярным выбором среди участников оказалось обучение в небольших группах "лицом к лицу", так как это был наиболее доступный тип занятий. Однако некоторые участники связывали репетиторство с достижением своих "идеальных" версий себя, повышением самоуверенности и возможностями работы за границей. Участники делились своим опытом, рассуждая не только о пользе репетиторства, но и о его недостатках, включая отсутствие регулирования рынка частного репетиторства по английскому языку в Казахстане. Таким образом, результаты данного исследования могут быть использованы казахстанскими педагогами и принимающими решения лицами в качестве полезного руководства для преодоления ограничений в дополнительном образовании. Предлагаются педагогические рекомендации и направления для дальнейших исследований.

*Ключевые слова:* частные занятия по английскому языку; доступ к университету университеты с английским языком обучения; студенты первого курса; экзамены высокого стандарта.

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## Chapter 1: Introduction

Fee-charging private tutoring (PT) in academic subjects outside formal settings has increasingly become a worldwide phenomenon in recent years (Hajar & Karakus, 2022; Bray & Hajar, 2022; Zhang & Bray, 2020), and has progressively become a part of the educational process. Other commonly used terms for the phenomenon of PT are shadow education, private tuition, supplementary tutoring, and extra lessons (Yung & Bray, 2017). PT is popular as *shadow education* because it is similar to the regular schooling system and follows its curriculum (Yung & Bray, 2021). Private tutoring has gained popularity globally as an additional educational resource to improve academic performance and address specific learning needs. Many students seek extra help in their academic study to successfully complete their assignments and achieve their future goals; thus fee-based supplementary tutoring are often used as an effective educational strategy by many families. There are several factors including getting access to highly selective schools and universities and securing better job opportunities in the future, which influence the families' decision to hire private tutors.

### Background Information

The PT phenomenon is becoming a part of the educational process as it is directly connected with mainstream school education. Consequently, it has been drawing the attention of researchers in the educational field since it can have a pivotal impact on mainstream education and the wider society (Bray, 2006; Dang & Rogers, 2008; Liu & Bray, 2017). PT has become popular among Asian countries where people witness a highly competitive educational culture. Yung and Bray (2016) stated that PT has become a popular way for learners to improve their academic performance. Although research on PT has gained increasing attention as a global phenomenon with vital consequences for educational system

(Yung, 2022; Hajar & Karakus, 2023, Hajar et al., 2023), there is a dearth of studies focusing on English Private Tutoring (EPT). English language is one of the most frequently enrolled subjects in PT globally in the context of English as a second or foreign language. Kazakhstan is one of the post-Soviet countries and the largest in Central Asia. Here, the theme of supplementary education has proliferated after the collapse of the USSR. According to Silova (2010), after gaining independence, post-Soviet countries started changing the educational policy. New examination approaches and policies in education were implemented to combat corruption in higher education admissions (Silova,2010).

The strategy document “Kazakhstan – 2050” (Nazarbayev, 2012) mentions that steps have been taken to encourage conditions in which English language learning may integrate with Kazakh and Russian language learning, as Kazakh and Russian are the country’s official languages. Kazakhstan aims to be a trilingual nation as stated by the former president based on the law “The Trinity of Languages” (Nazarbayev, 2007). Additionally, the strategy states that trilingual education ought to be promoted at the state level. Thus, these policies have created the framework for actively promoting Kazakh, Russian, and English. Along with changes in political, social, and economic life Kazakhstan has undergone significant educational reforms (Karabassova, 2021). As part of the educational reforms, prominent English Medium of Instruction (EMI) institutions such as Nazarbayev University and Nazarbayev Intellectual Schools were established. Since English was introduced as a tool to access the global arena and for international communication, the demand for excelling in the language has also increased. These highly selective institutions require advanced proficiency in English; consequently, the number of learners interested in EPT continue to increase, especially among students who are willing to improve their exam scores and English language test results. Particularly in Kazakhstan, English language lessons became the most popular among other subjects and in demand (Akimenko, 2017) and the effectiveness of EPT

helps fulfill the students' expectations in acquiring the required language proficiency.

Students give higher priority to EPT, by finding it a more interesting and effective method for learning the language as well as an opportunity to learn a language beyond formal learning is crucial (Hamid et al., 2008).

### **Research Problem**

The final year of schooling is a critical part in the Kazakhstan education system and students prepare for examinations with the help of PT to secure access to a desired university (Kalikova & Rakhimzhanova, 2009; Hajar & Karakus, 2023). Students seek admission to prestigious universities of Kazakhstan as they provide access to international opportunities. Therefore, most of these universities offer instruction in English and require a high level of English language proficiency. Recognition of PT in Kazakhstan based on the experiences of students has been the focus of research in recent years (e.g., Hajar & Abenova 2021; Hajar et al. 2023; Hajar & Karakus, 2023). Hajar and Abenova (2021) mentioned that the majority of participants in their study received PT in English language in order to enroll at a highly selective EMI university in Kazakhstan. However, there is a lack of deep inquiry in English PT in the country. Therefore, the present study will attempt to examine the nature of English private tutoring in terms of its intensity, mode, frequency, cost and its providers and the motives and evaluation of EPT based on the voices of the first-year students of a highly selective EMI university.

### **Study Purpose and Research Questions**

Fee-charging private tutoring (PT) in academic subjects outside the formal settings has increasingly become a worldwide phenomenon in recent years (Bray & Hajar, 2022; Zhang & Bray, 2020). However, English language is one of the core subjects offered by PT institutions and the number of learners who participate in EPT is increasing since it is an essential supplementary course that helps students improve results in mainstream education

and high-stakes examinations (Yung, 2015). Since the phenomenon of EPT is gradually becoming a part of the educational process in Central Asian countries and its effectiveness in meeting students' expectations in acquiring language proficiency cannot be argued, this mixed-method study aims to investigate the nature of EPT by focusing on undergraduate students' experiences at a highly selected university in Kazakhstan and answers the following research questions:

1. What is the nature of English private tutoring in terms of its intensity, mode, frequency, cost and its providers as received by the participants of the study?
2. What are the participants' motives and evaluation of EPT?

### **Significance of the Study**

Hajar (2020) highlights the importance of expanded study in the PT field which includes the perceptions of participants with and without tutoring that would enrich the database. The goal of this study is to add its contribution to exploring the under-researched private tutoring sector in Kazakhstan. The findings of the study will enable various stakeholders to determine whether EPT sessions are having an impact on young students' lives prior to university admissions and beyond. Students, parents, teachers, school administration and other stakeholders will benefit from the findings as this study will describe students' experiences which will help them reflect and make changes to the educational reforms.

### **Outline of the Study**

This study consists of six chapters. The first chapter provides the background of PT and the research problem, study purpose and significance of the study. The second chapter will discuss the literature review including an in-depth discussion of previous studies in related fields. Moreover, this study will present the conceptual framework that guided the

study. The third chapter will introduce the reader to the methodology which includes core sections such as design, research site, sample, data collection instruments, data collection procedures, data analysis procedures and ethical considerations of participants. Furthermore, findings based on the collected data will be discussed in the fourth chapter. The fifth chapter contains discussion and elaboration of the study findings. The last chapter will conclude the research by mentioning the core findings, identifying limitations of the current study, and presenting implications and recommendations for future research studies.

## **Chapter 2: Literature Review**

### **Introduction**

This mixed-method study aims to investigate the nature of EPT in terms of its intensity, modes, frequency, cost and its providers as well as its effectiveness and implications as perceived by first-year students at a highly selective EMI university in Kazakhstan. The study attempts to identify the motives and evaluation of EPT. The nature and effectiveness of PT have been discussed in the literature of numerous international authors. The nature of PT has been investigated in the Kazakhstani context in the past few years. Private supplementary tutoring commonly appears in most parts of Europe and has been emerging significantly in Asia, North America and Australia (Glotova et al., 2022). PT is considered a global phenomenon with a rapidly changing nature. The demand for PT has been increasing as education and society are becoming increasingly competitive due to globalization and subtle changes in the school system (Bray, 2013).

This chapter presents a review of literature on the above issues and is divided into five sections starting with information about the emergence of PT, and the definition of PT adopted in this thesis. The second section describes previous research conducted on PT and EPT. After that, the nature of EPT is discussed, with reference to the relevant literature. Furthermore, this chapter will discuss the drivers influencing the demand for EPT. The chapter ends by describing the theoretical framework that guides the empirical study presented in this study which is based on Dörnyei's (2009) L2 Motivational Self System (L2MSS), with a specific focus on two possible of selves: the ideal and ought-to selves.

### **The Emergence and Definitions of Fee-charging PT**

PT is commonly known as "shadow education" (Yung & Bray, 2017), which was initially employed by some researchers in the 1990s (e.g., Marimuthu et al., 1991; Stevenson

& Baker, 1992). Marimuthu et al. (1991), for instance, based on their empirical study on a group of Malaysian students' out-of-class experiences stated as follows:

The study ... found that a considerable percentage of youths attended private tuition [in Malaysia] in order to prepare themselves for the selective national examinations ... the practice of private tuition was so prevalent that it could be considered as a 'shadow educational system. (Marimuthu et al., 1991, p. vi)

In this sense, the term PT has been used by researchers to examine students' academic activities outside formal settings. It is a paid service in core subjects (e.g., mathematics and languages) and it has other alternative names such as after school educational program, alternative education, cram school, outside-school activities (Fischer & Klieme, 2013; Gromada & Shewbridge, 2016), after-school time and group learning (Noam & Shaw, 2013)

Along with the English terms used to describe PT, different countries have adapted their own linguistic terms to refer to PT. For instance, in Japan PT is called "juku" (Matsuoka, 2015, p.273), in South Korea outside of school programs are widely known as "hagwon" (Kim & Lee, 2006, p.6) and in Taiwan the equivalent term of PT is "buxiban" (Bray, 2013). In Russia, a tutor is called *repetitor*, a person who assists students in studies on a fee-charging basis. The majority of citizens of Russia perceive PT, *repetitorstvo*, as an essential part of education (Forsberg et al., 2019). Terms in Russian are also spread in countries of the former Soviet Union (Bray et al., 2020), including Kazakhstan, Uzbekistan, Kyrgyzstan and others. In this thesis, the terms "private supplementary tutoring", "PT", and "tutoring" are used interchangeably.

Bray et al. (2015) points out that the phenomenon of PT is associated with certain features. The first is *privateness*: support provided by individuals and businesses with the intention of making a profit or at the very least covering costs, excluding additional assistance provided at the expense of the government and voluntary family assistance.

Privateness is defined in economic terms because it is directly related to profit-making organizations, which imply a wide variety of potential forms of PT. The second feature of PT is *supplementation*, meaning that the content of PT to some extent mimics that at mainstream school but is provided mainly outside formal settings. As authors (Bray et al., 2015) 'the supplementation' implies that PT largely supports "subjects already taught in school" (p. 473). The last feature of PT relates to support *academic subjects* which are taught in mainstream schools, particularly languages, mathematics and other subjects needed for the exam preparation. In this sense, some other activities such as music, fine art and sports are not included in the definition of PT adopted in this thesis because the focus is on core subjects taught at mainstream school.

Elsewhere, Bray (2007) summarizes the definition of PT asserting that it is commonly called shadow education because the materials covered by a private tutor are almost the same used by a schoolteacher, and it is also less structured especially because some governments adopt a *laissez faire* approach towards the PT market, considering that out-of-classroom activities including PT are not within their purview. In this regard, Bray (2013) illustrates that:

First, private supplementary tutoring only exists because 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 public attention focuses on the mainstream than on its shadow; and fourth, the features of the shadow system are much less distinct than those of the mainstream system. (Bray, 2013, p. 413)

It seems that the word "shadow" itself expresses something hidden or has some negative connotations. Related to this, several researchers have raised the issue of PT as a

threat to public schools, describing its expansion as ‘epidemic’ (Entrich & Lauterbach, 2022). As Dawson (2010) postulates, PT can sometimes be viewed as a “parasite’ for public schools that ‘absorbs unmet demand for schooling and feeds off the insecurity of parents and pupils who lose faith in the formal education systems” (p. 15). The impact of PT on schooling and families will be further explained in the coming sections.

### **Overview of Private Tutoring**

The history of the PT phenomenon could be as long as the history of the schooling system. Bray and Hajar (2022), for instance, point out that PT has been documented in various countries since the 1940s (Egypt, 1947) and expanded during the 1960s and 1970s. However, unlike the schooling system, it has not sufficiently been indicated in documents or adequately noticed by policymakers. In many countries including those in Central Asia, the legal status of PT as a market activity remains largely overlooked. One of the main reasons is that PT is not a structured educational system like mainstream schools. That is, the government does not draw much attention to PT, because the spread of PT tends to be viewed as an indirect criticism to the government which is responsible for providing an adequate quality of education to the citizens (Zhang & Bray, 2020).

Private supplementary tutoring which was common in most parts of Europe and has recently garnered a following in Asia, North America and Australia (Glotova et al., 2022). PT, a global phenomenon with a rapidly changing nature, has seen an increase in demand as education and society are becoming increasingly competitive due to globalization and subtle changes in the school system (Bray, 2013). The phenomenon of fee-charging PT has been prominent in East Asian countries namely Hong Kong, Japan, and Taiwan, because they are strong bond with Confucian traditions, that values the practice of examination system and diligence for social mobility and involves family support and obligation (Zhang & Yamato, 2018). Since the new millennium, it has become widespread around the world, including

Central Asia. The Trends in International Mathematics and Science Study (TIMSS) provided some indication of PT enrolment rates received by Grade 8 students in mathematics in 2019. It reported that in 13 out of 64 countries (e.g., Egypt, Japan, Kuwait, Malaysia, Singapore, South Korea, Turkey and Kazakhstan- the context of the present study), more than 50% of students received PT. UNESCO's (2019) Global Education Monitoring Report asserted the significance of understanding the nature and effectiveness of fee-charging PT, on the grounds that PT "is often overlooked in analyses of non-state activity in education." Nonetheless, the phenomenon of PT remains under-researched because some tutors and their students are unwilling to provide information considering it as an illegal type of education (Hajar, 2018). Also, some governments adopt a laissez-faire approach towards the PT market, considering that it is not the government's responsibility to monitor the education outside mainstream school hours. (Bray & Hajar, 2022).

As regards students' motivations for taking PT, most previous studies on PT, as Hajar (2020) asserts, tend to focus on the tangible benefits of PT in terms of improving students' academic achievement and preparing for high-stakes examinations to enroll at one of the prestigious schools or universities. In Kazakhstan Kalikova and Rakhimzhanova (2009) reported that 64.8% of 1004 Kazakhstani students had sought PT in the last 12 months, mostly to prepare for university mandatory entrance examinations. Similarly, Hajar et al (2022) found that 316 out of 406 (80%) Grade 6 students took PT, largely to receive more training on the high-stakes examination and gain a place at one of the highly-selective schools in Kazakhstan called Nazarbayev Intellectual Schools (NISs). In this regard, Bray and Kwo (2014) postulate that 'tutoring has a tendency to strengthen only one dimension of education: learning to know' more than the other pillars suggested Delors Report (1996) including learning to do, learning to be, and learning to live together (p. ix). Choi and Park (2016) noted that PT is not a phenomenon associated only with low-achieving students to

keep up with their peers. It is also used by students with excellent academic performance to stretch their academic achievement to greater heights. In this regard, PT can be ‘a major vehicle for maintaining and exacerbating social inequalities,’ because some families cannot afford PT or that with lower quality (Bray 2021, p. xi).

### **The Nature of PT**

The nature and effectiveness of private supplementary tutoring have been discussed in numerous international studies, and the nature of PT context has received attention among researchers in the past few years. PT is primarily ubiquitous in East Asian countries since it is well-known for its highly competitive school systems and examinations. According to Yamato and Zhang's (2017) paper, 60% of secondary school students in Japan receive PT lessons for several reasons such as passing examinations and academic improvements. A similar case was also studied in South Korea, indicating that over 80% of primary school students attend PT lessons to improve their language proficiency and prepare for tests (Ha & Park, 2017). In Central Asian countries the number of students receiving PT has risen steadily in the past decades. Entrich (2018) stated that according to the PISA 2012, Kazakhstan is one of the 20 countries where more than 50% of students participate in private supplementary lessons outside of school. Other studies demonstrated similar numbers. The study conducted by Silova (2009) in Central Asia, for instance, found that 60% in Tajikistan (Kodirov & Amonov, 2009) and more than half of the surveyed first-year students (52.5%) from universities in Kyrgyzstan had received some type of PT (Bagdasarova & Ivanov, 2009).

One of the recent studies was conducted in Uzbekistan by Khaydarov (2020). In this study, 109 high school students were surveyed to share their experience on PT in the previous 12 months prior to fieldwork and it was found that 95% of students had attended PT in order to improve their academic performance and to prepare for the state examination and majority

of the respondents found PT effective. Moreover, in terms of the mode of PT, Khaydarov (2020) found that 65% of students received tutoring in large and 63% in small groups, while only 17% of respondents received individual tutoring. This is mainly because PT in groups is more affordable than the individual one to many families. In Kyrgyzstan, Bagdasarova and Ivanov (2009) interviewed 1,100 first-year undergraduate students about their studies in high school in the last 12 months and found that 52.5% of students attended paid PT sessions. In a similar vein, Kadyrov and Amonov (2009) interviewed 998 first-year university students in Tajikistan about their secondary school education in the previous year and found that 64.8% of students used the services of PT tutoring, mainly to prepare for higher education.

In the Kazakhstani context, several empirical studies were conducted on PT (Hajar et al., 2022; Hajar & Abenova, 2021; Kalikova & Rakhimzhanova, 2009). Hajar et al. (2022) explored the Grade 6 pupils' experiences and perceptions of the PT and their opinion on its effectiveness. It was found that 316 out of 406 students in four different schools in Astana, the capital of Kazakhstan, had attended PT over the previous 12 months and 28 out of 30 participants expressed their thoughts on PT lessons "as a better environment for learning and developing their knowledge than school classes" (Hajar et al., 2022, p.379). Elsewhere, Hajar and Abenova (2021) reported that 86 of 144 selected first-year Kazakhstani undergraduate university students of the highly selected university had received PT in order to prepare for elite university admission. One of the first studies on PT in Kazakhstan was conducted by Kalikova and Rakhimzhanova (2009) stated that the majority of students who received PT in the final year of schooling for preparation for the national examination to secure an access to a desired higher institution. The participants had PT mainly in mathematics (67%), history (36%), physics (36%), the Kazakh language and literature (17%) and English (14%). This finding may be because mathematics, history and the state language are compulsory subjects in the United National Test (UNT), the university entrance exam in Kazakhstan. It is worth

noting that none of the studies conducted in Central Asia have focused on EPT (EPT). Therefore, the empirical study reported in this thesis aims to focus on the scale, nature, effectiveness and implications of EPT as reported by the participants of the present study.

### **Modes of PT**

PT can have different modes: individual tutoring, small group, large group, and online tutoring, though the most affordable lecture-style tutoring (Yung & Bray, 2017; Zhan et al., 2013). Zhang and Bray (2020) point out that COVID-19 has put “schooling and shadow education in a natural experiment where shadow education has come into the sunlight to be compared with schooling in virtual space” (p. 332). Also, Šťastný and Kobakhidze (2020) state that during COVID-19 pandemic, it is essential to focus on online PT and its emerging new forms such as “education pods, Zutors (i.e. Zoom tutors) and microschoools” (p. 10-11)

Individual tutoring is famous as the oldest style of teaching. This type of tutoring is more expensive than other types of PT, although it is quite common among children of well-off families in particular. The research conducted by Hajar and Abenova (2022) in Kazakhstan pointed out that over half (78 out of 133) of the respondents took individual tutoring sessions. Depending on students' preferences Bray (2011) notes that one-to-one tutoring is set at a mutually agreed price on any requested subject. Small-group tutoring is categorized by Hamid et al. (2009) in that lessons are received in small groups of approximately 14 students and below, whereas large-group tutoring includes 15 students and above.

In some cases, the size of group tutoring is regulated by policymakers. For example, in Macao, small groups with less than seven students are not essential to register with the government (Bray & Kwo, 2014). The large-group format of EPT can also be in the format of lectures and video recordings (Bray & Kwo, 2014). The wide range of tutoring techniques

that have arisen in recent years including internet tutoring and tutoring theaters (see e.g., Malik, 2017). Lastly, online PT has gained popularity recently. The Covid-19 pandemic has put education and shadow education in a real-world experiment PT is being contrasted with education in the virtual world (Zhang & Bray, 2020).

### **Overview of Research on EPT**

The global popularization of the English language has contributed to the development of PT in English. EPT is a unique and crucial sub-category of PT, and English language is one of the most popularly enrolled subjects in PT (Hamid et al., 2009; Yung, 2015); nevertheless, research on EPT “is still in its infancy” (Yung, 2020, p. 883). English plays an essential role in the curriculum since it has become an essential factor for further studies and careers. Therefore, the English language is one of the most widely enrolled subjects as a language learning activity, especially in some countries where it is educated as a foreign language (Zhan et al., 2013)

The motivations that encourage parents to send their children to PT services largely influence the popularity of academic subjects. Precisely, many parents pay for EPT to improve the English language proficiency of their children since instruction in the English language tends to be implemented in schools (Hamid et al., 2018; Yung, 2020b). Kazakhstan is the first country in Central Asia that has implemented a trilingual education policy, providing various subjects in secondary schools and institutions of higher learning in three languages: Kazakh, Russian, and English (Ahn & Smagulova, 2021). As a result, establishing EMI schools and higher institutions has been set as a new trend in educational reforms (Karabassova, 2021).

The perception of students receiving EPT demonstrates a positive outcome. For instance, Yung and Chiu (2020) investigated secondary school students' enjoyment of EPT

and found that out of 2,216 Secondary (Grade 12) students who received EPT sessions in Hong Kong, 80% enjoyed attending EPT. In a similar vein, Hajar and Abenova's (2021) research on PT in Kazakhstan, gathered data on PT from foundation program students attended prior to admission to prestigious university in Kazakhstan. This study revealed that 58% of the respondents had attended PT and three out of five students had gained state grant with the help of PT in different subjects including EPT. The participants who attended PT sessions used it as an enrichment technique to excel on significant exams and to secure admission to one of the most prestigious universities (Hajar & Karakus, 2023). Another finding shows that 73.8% of students attended PT for preparation and practice university entrance examinations (Hajar et al., 2023)

Due to the lack of empirical studies about EPT in Central Asia, the present study aims to uncover the nature of EPT in terms of its intensity, mode, frequency and its providers based on the PT experiences of participants in Kazakhstan. Notably, the applied linguistics perspective on EPT as a language learning opportunity outside of formal school is significant; therefore, it is essential to be supplemented by an educational viewpoint that sees EPT as an educational commodity that can be bought (Hamid et al., 2018). Yung (2019) notes that research in the field of PT, especially in language learning, remains to be in an infant stage. However, international researchers are contributing their efforts to investigating the field from different perspectives.

### **Providers of EPT**

Different studies across countries note that providers vary from individual tutors to big companies with numerous students. EPT may be provided by private organizations and school teachers and university students. In this case those who provide EPT can be divided into three categories: a) teachers who work full-time in mainstream schools and in private

schools to earn extra income; b) officially registered enterprises that are established for the purpose c) freelance individuals working on an informal basis who offer services on either full-time or part-time bases (Hajar & Bray, 2022). In this regard, tutors may differ widely by their characteristics: age, qualification, gender, full-time or part-time, and employed by an organization or self-employed (Bray, 1999).

In some cases, a student's mainstream teachers can provide tutoring services. However, this type of PT can be considered a violation of legal norms in some contexts (Bray, 2013; Kobakhidze, 2014) since this issue can affect the teacher's attitude towards the student receiving tutoring services in the mainstream school curriculum. Bray, Kobakhidze and Kwo (2020) found in their study in Myanmar that 94 out of 930 students had received PT from their teachers. Kalikova and Rakhimzhanova's (2009) study found that almost 40% of secondary school students in Kazakhstan received PT from their own class teachers while a recent study by Hajar et al. (2023) indicated only 4% of students taking PT from their class teachers.

### **Drivers Influencing the Demand for EPT**

These two factors can be used to explain the need for EPT. In cases where conventional education is unable to meet the demand for education, PT in English might fill the gap as an additional support. Conversely, EPT can also meet the demand for differentiated education. There is a variety of curricula provided by PT; therefore, it is considered to be one of the effective ways to meet the needs of students (Zhang, 2013b).

EPT is in highly demand since the English language is a compulsory subject in many countries; additionally, it helps in the learning process of other core subjects (Mahmud & Bray, 2017). The main driving force behind the demand for private additional education services is the understanding that investments in education can lead to good results with success in exams and admission to prestigious professional schools and universities. English

has always been included in national examinations and international tests. Some individuals set a goal to get the desired score on the tests required to study in higher education institutions in western countries, such as TOEFL and IELTS.

Despite the fact that education systems in Asian countries have developed significantly in recent decades, incomplete secondary education is not universal in all countries, and even fewer countries in which students receive a complete secondary education. Bray and Lykins (2012), commenting on shadow education in Asia, say that during the transition from one stage of general education to another, school administrations and local education authorities are forced to make decisions about who should be allowed to study further and who should be expelled; therefore, parents who do not want their children to be expelled from school invest in private additional education to ensure that they win in this competitive struggle.

In Japan, many students receive EPT to get a good score on the university entrance examination (Lowe, 2015). Similarly, in Thailand, English language learners attend EPT to prepare for standardized international tests such as the TOEFL, IELTS, and TOEIC (Chan, 2017). In Kazakhstan, a recent study conducted by Hajar and Abenova (2021) found that almost 60% of first-year students at highly selected universities had EPT to enhance their academic performances, improve international test results, such as IELTS and SAT, which are provided in English and gain access to the highly selective EMI university by passing the entrance examination.

Another research was conducted by Su (2005), in South Korea and she investigated 353 Year 10 students the relationships between participation in various types of EPT and English proficiency. The results showed that EPT in Korea is highly motivated by the demand for communication skills in the globalized context; however, the main focus was on reading and writing parts since the university entrance examinations require them.

Mainstream schools are considered unprepared to teach English both for practical use and international examinations (Yan, 2015). Therefore, students strive to receive EPT. According to Hamid et al. (2009), one student from Bangladesh described this situation convincingly, stating that EPT is necessary because of poor English teaching at school; students believed that if English language were taught properly at mainstream schools or at any formal school system, there would be no need for EPT. In some cases, this is due not only to the poor quality of training, but also to its complete absence. In the western part of India, researcher Sen (2010) stated that teachers often do not go to work at school because they do not see prospects for this type of activity (see e.g., Bray & Lykins, 2012). Thus, when formal schools are not ready to provide hardworking and talented students the opportunity to study the necessary amount of material, as a consequence parents decide to pay for additional private training so that their children can achieve a high level of knowledge and skills in particular subjects. In Azerbaijan, Silova and Kazimzade (2007) conducted a survey and found that 52.7% of 1,019 secondary school students and 59.5% of 913 first-year university students believe that private additional education is "the only solution of getting a qualified education" (p. 127).

### **Theoretical Framework: Dörnyei's (2009) L2 Motivational Self System**

For this study, the researcher utilized Dörnyei's (2009) distinction between two kinds of selves: the ideal and ought-to language selves. Dörnyei's L2 Motivational Self System (L2MSS) is one of the most influential and popular models discussing self-motivation in language learning (Dörnyei & Ryan, 2015; Yu et al., 2018). The ideal self represents the individual who speaks the L2 fluently like a native speaker. The ideal self in language learning includes "integrative motives and internalized instrumental motives" (Yung, 2019, p. 121). It is mainly associated with thoughts about desire, wishes, achievements, and being ideal. Dörnyei (2009) mentioned that learning English to achieve professional development is

associated with a long-term goals since its focus emphasizes the desire towards the ideal-self. Conversely, the ought-to L2 self is someone who is avoiding possible negative repercussions, feeling pressure from society (Dörnyei, 2009) and has qualities individuals feel they must have in order to live up to expectations from others and society. The ought-to self often bears little correspondence to the person's ambitions and wishes (Dörnyei 2009). The ought-to self's goals or visions are short-term because they are less internally focused and are primarily influenced by factors in the sociocultural environment (Hajar 2021). These two elements might be considered the two extremes of the self-determination theory's internalization continuum of external regulations (Deci & Ryan, 1985). Therefore, two selves, ideal to self and ought to self, can vary throughout time and merge with one another; they are not rigid, separate entities.

Dörnyei's (2009) L2 Motivational Self System was full-fledged and discussed by researchers in different contexts (e.g., Irie & Brewster, 2013; Magid & Chan, 2011; Papi & Teimouri, 2012). However, it has its limitations as well. The self-system seems to exaggerate the ideal self and understates the essence of the ought-to L2 self. As was mentioned by Dörnyei (2009), the ought-to L2 self "does not lend itself to obvious motivational practices" since it is "external to the learner" (p. 32). The given statement may dispute the lingering conclusions stating the motivational power of self-conceptions caused by social pressure and instrumental values. Another limitation can be that the Self System does not explicitly depict the learner's actual or current self as a significant construct. Taylor (2013) further claimed that excluding the actual self creates a misunderstanding of how the ideal self might inspire someone to lessen the disparity.

Nevertheless, Dörnyei's L2 Motivational Self System (L2MSS) seems to align perfectly with the current research because enrolling in EPT to improve English skills and

support career advancement is strongly linked to a long-term, overarching objective that controls goals for the ideal self-image (Hajar et al., 2023) while English learning became highly instrumental when students want to pass examinations prior to university admission which leans toward their ought to self.

## **Conclusion**

Overall, this chapter first defined the definitions of PT and discussed the terms elaborated by researchers in the PT field. Subsequently, the researcher provided a review demonstrating that much has been documented in the field of EPT. The following section reviewed the literature on the nature of EPT, explicitly paying attention to the mode, intensity, frequency and its providers of PT-E. Then, drivers influencing the demand for EPT were discussed with reference to relevant prior research. Finally, Dörnyei's (2009) L2 Motivational Self System was presented as a theoretical framework of the study, where the researcher mainly utilized Dörnyei's distinction between two kinds of selves: the ideal and ought-to selves.

## Chapter 3: Methodology

### Introduction

The previous chapter focused on reviewing the studies connected to the nature of English private tutoring (EPT), including the drivers influencing the demand for EPT. It also explained Dörnyei's (2009) L2 Motivational Self System as a theoretical framework of the study, with a specific focus on two kinds of possible future selves: the ideal and ought-to language selves.

This chapter presents a methodological overview of the current mixed-methods research, which aims to explore the nature, effectiveness, and implications of EPT from the voices of first-year undergraduate students over the 12 months prior to enrollment at one elite EMI university in Kazakhstan. Moreover, this study also aims to present the pedagogical implications of EPT based on the voices of students. To achieve this objective, the following research questions needed to be addressed:

1. What is the nature of EPT in terms of its intensity, mode, frequency, cost and its providers as received by the participants of the study?
2. How did the participants evaluate their EPT experiences over the previous 12 months?

This chapter mainly describes the chosen research design and sampling strategy. Following this, information about the research instruments used for data collection is presented. The data collection section provides a summary of how the data was collected and stored, and the data analysis section reports on the statistical approaches and methods utilized to analyze the data. The chapter concludes with a presentation of the ethical considerations.

## Research Design

The aim of this research is to investigate the nature and effectiveness of EPT as experienced by first-year Kazakhstani university students over the 12 months prior to their enrollment in an EMI university in Kazakhstan. Thus, the study employed an explanatory sequential type of mixed-method approach, which included a close-ended questionnaire and individual semi-structured interviews to obtain rich data in order to gain a more profound understanding of the phenomenon under investigation (Creswell & Clark, 2018). The mixed-method approach helps to discover the potential paradoxes and discrepancies; hence the findings of one method align with the findings of another method in order to gain rich data and a more profound understanding from the participants about their own experiences of a given phenomenon (Johnson & Onwuegbuzie, 2004). In this regard, a comprehensive examination demands both verbal and variable-driven analyses with the help of quantitative and qualitative methods, which can interact and support one another (Miles and Huberman, 1994).

As Creswell (2014) suggested, the researcher may survey a large sample (quantitatively) and conduct subsequent interviews with a number of participants (qualitatively) and combine both sides in order to identify if the general survey results match the in-depth interview findings. Hence, the researcher of this study deployed a questionnaire to evaluate the nature of EPT in terms of its intensity, mode, frequency, cost and its providers as received by the participants of the study. Next, the researcher invited some participants to participate in the qualitative part by conducting one in-depth interview with each participant. By following Creswell's (2014) approach, a comprehensive investigation was used in this study by asking first-year university students to fill out the close-ended questionnaires in terms of EPT's intensity, mode, frequency, cost, and providers. Following this, in-depth

individual interviews helped the researcher dive into the problem through participants' EPT experiences and perceptions.

### **Research Site**

An essential part of any research process is finding participants or places to study, gaining access, and establishing affinity with participants to gain sufficient data (Creswell, 2014). The chosen city for data collection was the capital of Kazakhstan, Astana, which is the country's top educational and scientific arena and aspires to become a center for knowledge, science, and innovation (Nazarbayev, 2012). The data of the mixed-method study was collected at a highly selective autonomous government-funded EMI university located in Astana. Due to the government-funded educational grants that this university provides for students, there is intense competition among the applicants. Applicants must successfully complete the university entrance exam in order to get accepted. Participants are first-year students at the School of Engineering and Digital Sciences (SEDS) and School of Sciences and Humanities (SSH), pursuing the Bachelor of Science Program in Mathematics since the selected students are more likely to participate in EPT lessons due to the increasing number of applicants and high competitiveness.

The chosen university's enrollment process consists of several requirements. Applicants should have a minimum score of 6.5 in the English language proficiency test (i.e., IELTS, TOEFL). The standardized English language proficiency test consists of 4 sections, assessing students' reading, listening, speaking, and writing skills. The school also requires good results on the Scholastic Aptitude Test (SAT), where students are assessed on their academic knowledge and analytical skills. Moreover, applicants should provide a strong motivational letter written in English. Candidates who meet the requirements are offered

education through a state grant or tuition-based education based on the entrance examination results (Hajar & Abenova, 2021).

Apparently, the above requirements can be an essential factor for applicants to participate in EPT since considerable effort and a high level of English language proficiency are needed to be eligible for admission into the school. Therefore, this research was conducted among mathematics and engineering students. The first-year students at the university were selected as they were most likely to have a fresh memory of their EPT experience prior to enrolling at the university.

### **Sampling Strategy**

The researcher intended to identify EPT's nature and effectiveness by focusing on undergraduate students' EPT experiences at a highly selective EMI university in Kazakhstan. Additionally, this study explored the participants' motives and evaluation of EPT as they experienced it over the last 12 months. Creswell (2014) states that sampling is one of the essential decisions the researcher needs to make about one's participants in the study. For this research, purposeful sampling strategy was employed since this type of sampling involves identifying and choosing participants who are related to and have experienced the phenomenon of interest (Creswell & Clark, 2017; Patton, 1990). This sampling approach fits this research best since it increases the chances of collecting data from different perspectives (Creswell, 2014). In this regard, the study sought to investigate the nature of EPT, which may require a purposeful sampling aiming to investigate a wider view with an emphasis on variation, then proceeding to a narrow view of a phenomenon (Palinkas et al., 2015). Therefore, participants were selected according to the following criteria: (1) first-year students from mathematics and engineering majors who study at a highly selective university in Kazakhstan; (2) students who participated in EPT over the previous 12 months and (3) not

known to the researcher before the data collection process to increase the objectivity of the students' answers.

The researcher collected the data from first-year students at the highly selective above mentioned EMI university in this study. Participants were first-year students of the Bachelor of Science Program in Mathematics and Engineering. Due to the increasing number of applicants and high competitiveness, and since all the courses are held only in English language, the selected students were more likely to participate in EPT lessons. Thus, there is a high possibility of students participating in EPT lessons to improve their English language proficiency to achieve better test results and academic performance.

### ***Sample Size for The Quantitative Survey***

The total number of surveyed first-year students was 74. The survey was distributed among students described above. The respondents' age range was between 18-20. The demographic data on the gender of the surveyed participants is provided in Table 1. The descriptive analysis of gender revealed that the survey was completed by 23 (31.1%) male, 45 female (60.8%) and 2 (2.7%) non-binary students. There were 4 (5.4%) missing data since the participants had a right to withdraw from participating at any stage of the survey. The researcher decided to eliminate the incomplete responses.

**Table 1**

#### *Gender Characteristics of the Sample*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	23	31.1	32.9	32.9
Female	45	60.8	64.3	94.1
Non-binary/third gender	2	2.7	2.9	100.0

	Frequency	Percent	Valid Percent	Cumulative Percent
Total	70	94.6	2.9	
Missing system	4	5.4	100.0	
Total	74	100		

### ***Sample Size for The Qualitative Interviews***

Interview participants were selected through the contact information they shared at the end of the survey. The researcher referred to the idea of *data saturation*, which helps in narrowing the sample size and is reached when successive interviews fail to elicit any new pertinent information (Fofana et al., 2020). It was also noted in more recent research that stated there was a nearly 99% chance that six people could identify an idea or theme if 55% of the study participants have similar experiences (Galvin, 2015), which is comparable with the survey sample size used in this research because the participants shared some traits. Thus, six students were invited to take part in the interview (see Table 2).

**Table 2**

### ***Demographic Data of the Participants***

Participant	Age	Gender	Major
Gulmira	18	Female	Mathematics, SSH
Laura	18	Female	Civil and Environmental Engineering, SEDS
Azamat	19	Male	Electrical and Computer Engineering, SEDS
Ainur	18	Female	Mathematics, SSH
Alihan	19	Male	Computer Sciences, SEDS

Participant	Age	Gender	Major
Alan	19	Male	Computer Sciences, SEDS

### **Data Collection Instruments**

As previously mentioned, this study uses both quantitative and qualitative data collection techniques. The first one was conducted using a survey questionnaire, whilst the latter made use of semi-structured interviews. In this section, the data collection tools will be presented, followed by a description of how each tool was piloted.

#### ***Survey***

In the present study, the data collection process took place between November 1 and December 5 after gaining the GSE ethics approval. To collect the data, the researcher conducted a survey of the respondents via Qualtrics for the quantitative part. The survey was piloted and tested before approaching the gatekeeper of the study. The close-ended survey was designed to get numerical information on the nature of English private tutoring in terms of its intensity, mode, frequency, cost and its providers. Thirteen questions were included to cut down on responders' time and effort and increase the number of participants (see Appendix A). The survey was distributed via the corporate email of the university. The recruitment of survey respondents was achieved through gatekeepers from both schools. First, the researcher sent a letter of request to the program director of the Mathematics major and to the Vice-Dean for Academic Affairs of SEDS to get access to first-year students' email addresses. After gaining their permission, an official email was sent to potential participants. The potential respondents received a link to the survey through the university's corporate mail. The survey was provided in three languages (Kazakh, Russian and English). The survey was distributed on November 1 and was available for potential participants for

one month in order to obtain a sufficient number of respondents to the questionnaire. The researcher included a question about whether the participant is willing to participate in further investigation and take part in an interview.

### *Semi-Structured Interview*

In this study, a semi-structured interview was used, which is one of the most effective methods for understanding people's perspectives (Fontana & Frey, 2000). Interviews are regarded as a key way to get in-depth information about the phenomenon despite their laborious nature since they provide open-ended questions that allow participants to express their point of view on the problem without limitations (Creswell, 2014). This type of interview was appropriate for this study since the participants were from different backgrounds, and their experiences and perspectives may vary from each other. Furthermore, strictly following the interview questions might not result in interesting or unexpected information. Contrary to structured survey questions, the semi-structured in-depth interview gives the interviewer the freedom to add to, rephrase, and adapt the questions based on the participant's experience. In other words, a semi-structured interview gives the interviewer more latitude and does not demand strict adherence to the protocol.

The interviews in this study sought to examine the trends in the quantitative data to gain a deeper grasp of the subject and pinpoint its circumstances, enabling the researcher to draw some conclusions based on students' experience by providing comprehensive information on their perceptions and viewpoints regarding EPT. This part of data collection was used to answer the research question to investigate the nature of English private tutoring in terms of its intensity, mode, frequency, and cost.

The interview questions were structured in an open-ended format to help each respondent freely express their thoughts without feeling constrained. After receiving the participants' permission to participate in individual interview sessions, I arranged meetings at

the university. The advantage of this instrument was that it allowed the researcher to collect data rife with participants' experiences and personal opinions (Bogdan & Biklen, 1997). The interview questions were constructed to obtain more sufficient and detailed data about participants motives and evaluation of EPT based on their experiences. Unexpected or off-topic questions can be asked during a semi-structured interview, and they may reveal valuable and interesting information. Due to the factors mentioned above, the semi-structured interview type was used for data collection procedure.

The interview protocol can be found in Appendix B. The interview questions were provided in Kazakh, Russian and English languages so that the participant had the option to choose the language in which she/he wanted to be interviewed. Each interview session lasted about 45 minutes. The researcher conducted interviews in the most desirable settings for each participant which were discussed with each participant before the interview. Interviews were conducted in quiet classrooms at the university with the participant's permission. Therefore, this approach helped the participants express their thoughts and opinions frankly and deeply.

### **Data Collection Procedures**

After receiving approval from the Nazarbayev University Graduate School of Education Research Ethics Committee, the researcher contacted the administration of SSH and SEDS University by sending an email to him/her. The email described the purpose of the study, the duration of the research, its methods, and information about participants' rights. The researcher had a face-to-face meeting with the program director of the Mathematics major and the Vice-Dean for Academic Affairs of SEDS to further explain the research process.

After receiving the administrator's permission, the survey link was sent to the first-year students via corporate email. The letter included the informed consent form (see

Appendix D), including their rights and all details related to the study. The researcher mentioned that participation in the given study was voluntary, and their confidentiality was assured. It was also essential to mention the ethical issues and the participants' rights to refuse to respond to the questions or withdraw from participation in the research.

The survey was distributed on November 1 and was available for potential participants for 20 days. At the end of the survey, the researcher included a question about whether the participant was willing to participate in further investigation and take part in the interview. Once the survey was closed, six participants who left their email addresses to participate in the interview were invited to a face-to-face individual interview session. The place of the interview was discussed with an interviewee beforehand in order to provide a comfortable atmosphere for participants as Creswell et al. (2007) mentioned; hence the researcher conducted interviews in the most desirable settings for each participant. Each interview was conducted in a quiet classroom at the university. At the time of the interview, the researcher introduced the informed consent (see Appendix D) to the participant, provided sufficient details about the purpose of the study, the process, the rights of the participants, and made sure they did not have any inquiries concerning the study. The researcher ensured that the interviewee is aware of his/ her rights in accordance with their participation, risks and benefits, and withdrawal from the research.

The researcher asked each participant's permission to audio-tape the interview. After gaining the participant's consent and ensuring he/she had no further questions, the interview process began. Each interview session lasted about 30-40 minutes. At the end of the interview sessions, the researcher once again explained the rights of the participants, confidentiality, and anonymity of their participation.

## **Data Analysis**

This section describes the data analysis methods and procedures of the survey and interview. The section is divided into two subsections: (1) An explanation of the survey tests run on the Qualtrics Survey Platform (2) The analysis of qualitative data with the information about transcribing and coding of the interview.

### ***Survey***

The data were obtained and descriptively analyzed through Qualtrics Survey Platform with the help of Excel program. First, the collected data was downloaded from Qualtrics in the Excel format document. The researcher did the cleaning the data process (Creswell, 2014) by looking through the answers and eliminating missing cases.

To address the research questions, this study used univariate type of analysis. Univariate analysis, which is a type of descriptive analysis, can provide the researcher with crucial details on particular variables and research questions (Muijs, 2011). Therefore, it provided useful descriptive statistical analyses about the population, their background, and EPT experiences, such as intensity, mode, frequency, cost, its providers, and outcomes of the EPT.

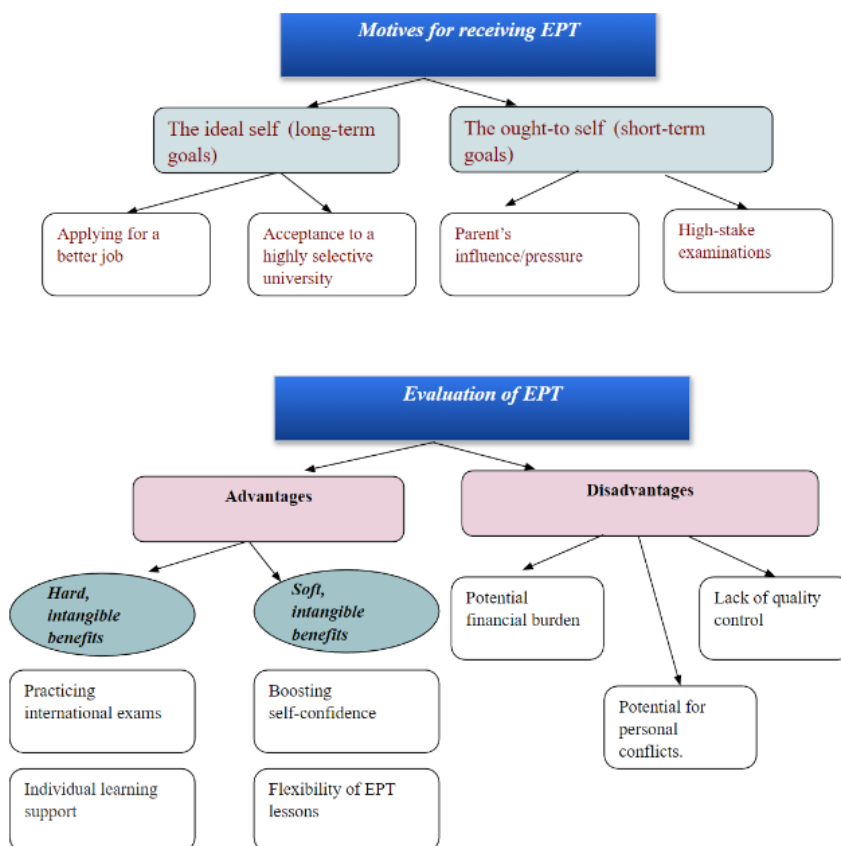
### ***Semi-structured Interviews***

After the qualitative data was collected, the interview recordings were transcribed by "otter.ai" audio transcription platform. The researcher saved each interview in separate documents. In this study, Braun and Clarke's (2016) six steps of conducting thematic analyses were used. Thematic analysis (TA) is "a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set" (Braun & Clarke, 2013, p. 57). The first step was to get familiar with the data. For this all the transcriptions were read carefully to have a general picture of the common ideas and participants' ideas and thoughts on EPT by observing them actively, critically and analytically (Braun & Clarke,

2013). The next step was to develop thematic codes in relation to the focus of the research purpose and the theoretical framework of the research. The researcher highlighted the main idea and statements that might be influential for the study (see Appendix C). These codes were examined, converted, and organized into themes based on the commonalities between them (Braun & Clarke, 2013). The codes were refined to be classified into main themes and sub-themes (Figure 1). Additionally, the potential themes were discussed with the thesis supervisor in order to determine their viability for addressing the study's research questions.

**Figure 1**

*Thematic Map*



*Note.* The thematic map was created using data from interviews by the researcher

### **Ethical Considerations**

The data collection process for this study started after receiving approval from the Research Committee at Nazarbayev University Graduate School of Education. It was

essential for the researcher to guarantee the anonymity and confidentiality of the participants and to ensure that the study is conducted in accordance with ethical principles and standards. As Jonbekova (2018) suggested, informed consent was provided, and the procedure for maintaining respondents' anonymity and confidentiality was clarified to the participants. This helped reduce potential risks and ensure the anonymity and confidentiality of the participants.

To avoid confusion, the researcher informed the participants that participation is voluntary and that they had a right to withdraw from answering questions at any time (Creswell, 2014). Each participant was informed that pseudonyms will be assigned by the researcher. Oliver (2010) recommends that the researcher should remind the participants about the procedures to ensure that the participants' names and other personal information remain confidential. The researcher informed them that only the supervisor and researcher will have access to collected data.

During the survey and interview process, the participants were not required to disclose their real names and were allowed to ask any questions related to the study. The survey participants were told they could skip a question or stop responding if they felt that any question was inappropriate. Interview participants were also granted the same rights during the interview without any negative consequences. Moreover, the researcher informed each respondent that the results would be shared with the participants after completing the process. After the data collection process is completed, all recordings and transcripts are uploaded into the researcher's Google Drive file, which was password-protected and secure.

## **Conclusion**

This chapter carried out all the required details about the methodology of the study. It provides detailed information about the research design, research site, sampling strategy and data collection instrument, data collection and data analysis procedures, and ethical considerations. The study employed an explanatory sequential mixed-method approach,

including a close-ended questionnaire and individual semi-structured interviews. The next chapter will present the main findings of the research.

## **Chapter 4: Findings**

### **Introduction**

This chapter presents the results gathered from the analysis of quantitative and qualitative data of the current research, which sought to explore undergraduate students' experiences of having English private tutoring (EPT) over the past 12 months. Specifically, the present study aimed to answer two main research questions:

1. What was the nature of EPT in terms of its intensity, mode, frequency, cost and providers as received by the participants of the study?
2. How did the participants evaluate their EPT experiences over the previous 12 months?

A mixed methods approach was employed in this study to answer these questions, beginning with a quantitative analysis to uncover general patterns and gain an overall understanding of the issue under investigation (i.e., the nature of EPT), followed by a qualitative analysis of semi-structured individual interviews with some participants to obtain a rich understanding of students' motivation for EPT as well as the advantages and disadvantages of EPT.

The first part of the chapter focuses on the nature of EPT in terms of its scale, types and frequency. It also reveals the complex identities of participants as schoolteachers and English private tutors. The motives for receiving EPT are discussed in the next part of the chapter. This chapter concludes by presenting how the interviewees evaluated their experiences of receiving EPT, highlighting its benefits and shortcomings.

### **The Nature of EPT**

To answer the first research question of the current research in relation to the nature of EPT, the participants were surveyed and interviewed to examine the nature of EPT. The findings related to the following points will be described:

1. the scope of EPT
2. the types of EPT
3. the identities of EPT tutors
4. the cost of EPT

### ***The Scope of EPT***

Based on the respondents' answers in the survey, the following sub-themes related to the scope of EPT were identified:

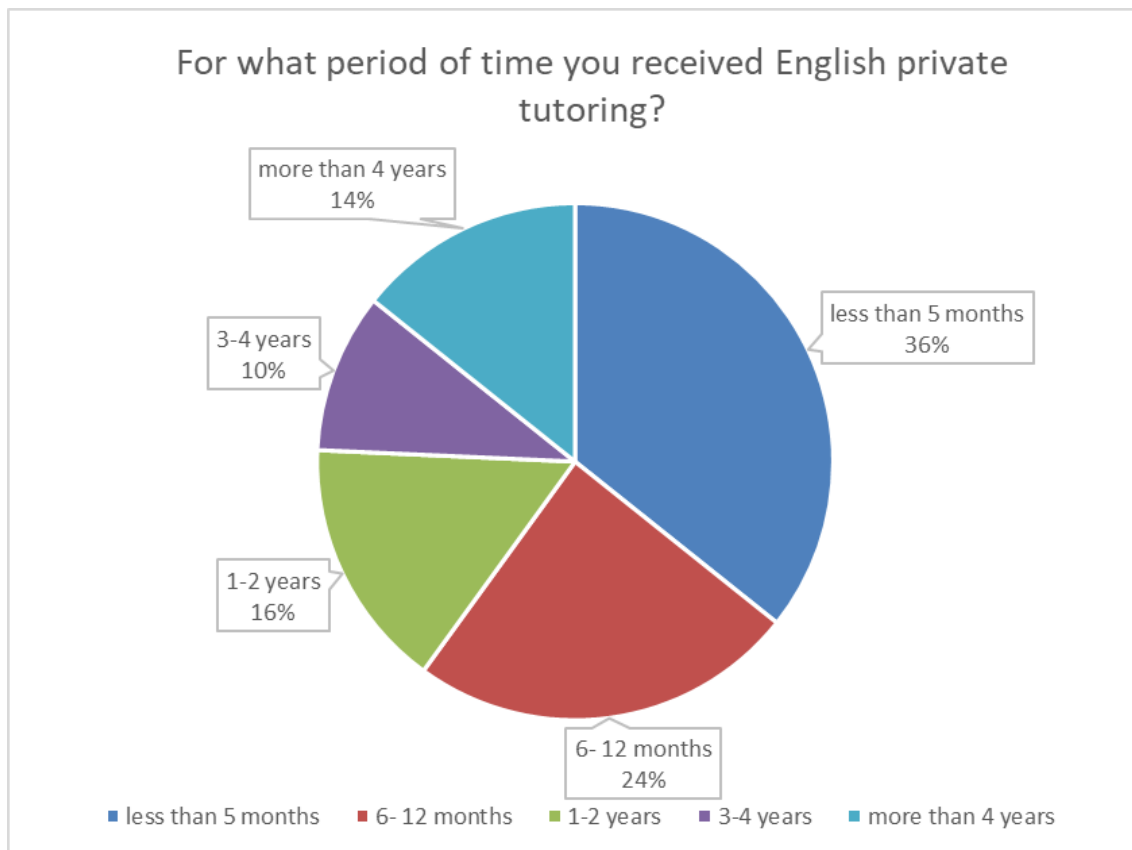
- a) The intensity of EPT
- b) The duration of EPT
- c) The frequency of EPT

**The Intensity of EPT.** The quantitative data revealed that out of 120 respondents 55 students answered “no” to the question “*Have you received EPT over the 12 months,*” while the other 70 stated to have received EPT over the previous 12 months and continued to respond to the other items in the questionnaire. Therefore, findings show that 56% of participants received EPT courses in order to achieve their possible future language selves.

**The Duration of EPT.** The results obtained from the descriptive analysis of the variable on the duration of EPT are illustrated in Figure 2. The total number of responses to this question was 70. By including the question about the duration of time they received EPT, the researcher sought to find out the time spent on EPT to achieve their goals. It was interesting to find out that for most of the surveyed respondents (36%), the duration of receiving EPT appeared to be less than five months, and around the time of the high-stake examinations such as UNT.

### **Figure 2**

*Duration of EPT*



Moreover, the qualitative data supported this finding in the sense that most interviewees indicated that they took EPT when the exam was approaching. Gulmira, for instance, pointed out that he attended EPT only for four months because he only sought to pass the examination required for applying to a highly selective EMI university. The following extract elucidates this point:

**Extract 1:**

I attended EPT only for four months because I was preparing for the IELTS examination. When I took a mock test at school, my result was 5.5, but I needed to get at least 6.5 to apply to EMI.... after four months of taking EPT, I achieved my desired result. (Gulmira)

The study also reported that 17 participants (24%) had received EPT from 6-12 months, 11 participants (16%) from 1-2 years, 7 participants (10%) from 3-4 years, and 10 (16%) more than four years. One participant mentioned that “not

being part of elite schools” lead to a longer duration of attending EPT courses.

His comment concerning the period spent on EPT for more than 4 years was as follows:

**Extract 2:**

Besides school lessons, I always had to take extra English lessons because I did not study at elite EMI schools, and I wanted to have a good level of English. Therefore, starting from the sixth grade my mom sent me to EPT courses because the quality of English lessons at my school was very poor.  
(Laura)

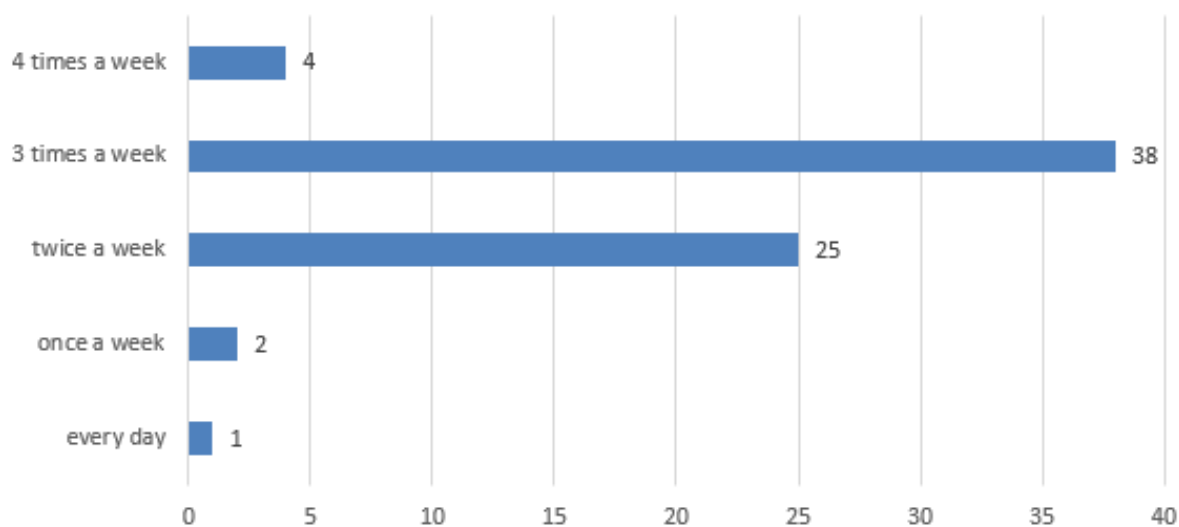
The rest of the participants claimed that the duration of attending EPT was based on their learning results. It continued on average from 2-3 years until they reached the advanced level.

**The Frequency of EPT.** Figure 3 illustrates the results of the analysis of frequencies of EPT received per week. The study found that the majority of participants (38) had received EPT three times a week, i.e. 12 lessons per month, and 25 respondents had EPT twice a week. Only four participants reported that they had EPT four times a week. Also, two students indicated having EPT lessons once a week and one student attended lessons every day.

**Figure 3**

*The Frequency of EPT per Week*

### How many times per week did you use to visit English private tutoring (tutoring intensity)?



Additionally, the qualitative data revealed that only one interviewee attended EPT lessons every day for two months since her university entrance examination was approaching. The following extract gleaned from her interview transcripts demonstrates the importance and urgency of international examinations can influence the frequency of EPT:

#### **Extract 3:**

I had English lessons every day for one hour because I was in a hurry to take the IELTS examination, and my writing skills were not sufficient enough. I needed to improve my writing skills (Gulmira)

However, most interviewees mentioned that having three EPT sessions per week was sufficient to prepare for the examination, as shown in Extract 4.

#### **Extract 4:**

Azamat: I did not even consider this issue. Attending private English lessons three times a week was enough because I had the next day to do my homework the next day. Also, the center had only one group suitable for my level and it was three times a week, so I agreed. (Azamat)

The next category related to the nature of EPT was its types. The data are presented in the subsection below.

### *The Types of EPT*

According to Bray and Hajar (2023), there are different types of modes of instruction: one-to-one, small-group, and large-class tutoring. However, alongside these long-standing modes, the survey included the new “online” mode of instruction that flourished due to the influence of the Covid-19 pandemic as online education was adopted (Bray & Hajar, 2023).

In this study, the question related to the mode of EPT included six options: individual face-to-face tutoring, individual online tutoring (e.g., Zoom, Google Meet, WhatsApp, Skype), small group (2-10 people) face-to-face tutoring, small group (2-10 people) online tutoring, lecture style (more than ten people) face-to-face tutoring and lecture style online tutoring.

Figure 4 demonstrates that the majority of participants (50) reported that they had received small-group face-to-face instruction. It implies that 48% of participants are more likely to have EPT in small offline groups which consist of 2-10 people because it is more affordable than individual tutoring. Next, individual face-to-face tutoring was chosen by 31 (29%) participants. Results also showed that 8 (8%) participants chose small group online tutoring and 9 (8%) individual online tutoring. At the beginning of 2020, many face-to-face private tutoring institutions adopted the online option of delivering sessions due to the global COVID-19 pandemic, but those using technology for distance learning experienced an unexpected rise in demand (Zhang & Bray, 2020). The opinion about this type of supplementary tutoring was articulated by one interviewee, as elucidated in the following extract:

### Extract 5:

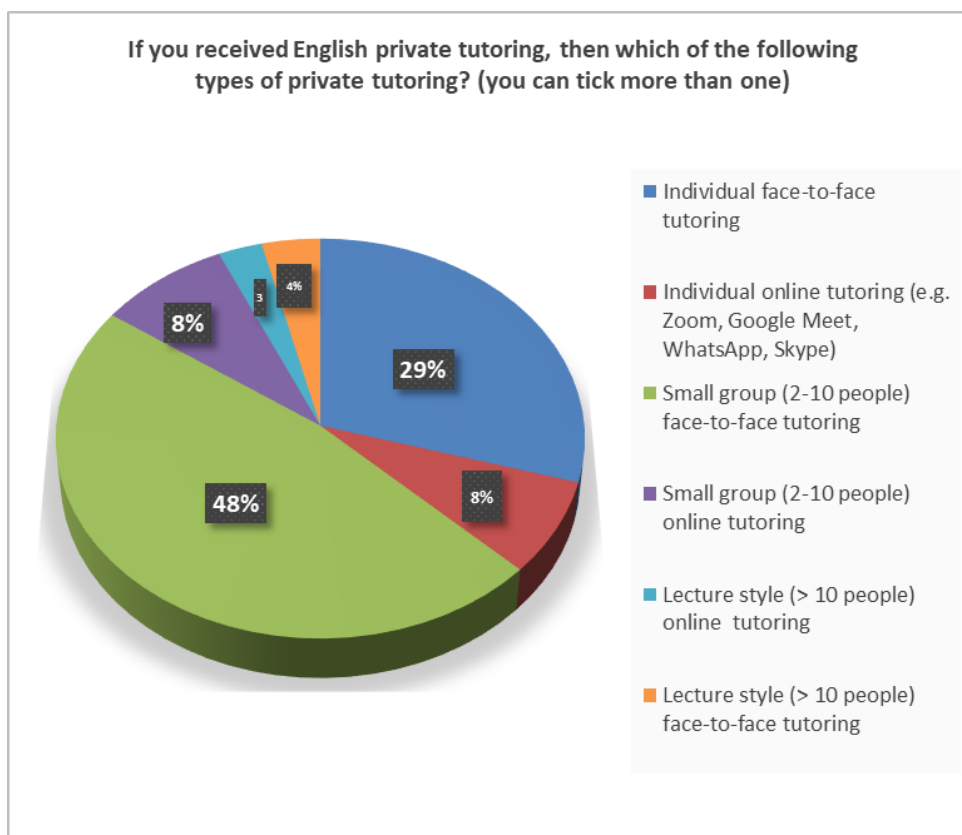
When the lockdown was declared, I was studying in the 10th grade and preparing to apply to NU foundation program. Everything was changed to the online format. So did my tutor did....We had lessons via Skype and Zoom. (Azamat)

The least amount of participants emerged to have had a lecture style of tutoring, in which only 3 (3%) of participants chose the online lecture style of EPT and 4 (4%) face-to-face lecture style of EPT. Hajar et al. (2022) stated that Kazakhstan, like other Central Asian countries, has adopted a *laissez-faire* approach to managing the PT market, resulting in the government considering education in informal settings as beyond its responsibility.

Therefore, students' answers may vary based on their personal preference.

### Figure 4

#### *Modes of EPT Delivery*



### ***The Identities of EPT Tutors***

The present study also addressed the identities of EPT providers, especially because some schoolteachers tutored their own students, which might be considered unethical.

Related to this, Hamid et al. (2018) pointed out that the popularity of EPT in Bangladesh had emerged from the low quality of instruction in English at schools and the involvement of school teachers in EPT. Therefore, the survey included questions on what type of EPT tutor they used and how participants got information about tutors at the tutoring center.

Table 3 presents the data based on the answers of 70 participants. The majority of students (56%) received EPT services from an educational center tutor. Since there is an increasing number of *tutors* who do not officially work as a teacher and do not have a teaching background, the researcher included the option of an *independent tutor*, which means one has a good level of language proficiency or has the experience of passing competitive examinations and meets sufficient criteria to be considered a tutor even without any teaching experience. The private tutoring industry offers people who want to be teachers an alternative career option (Yang et al., 2022). Bray and Hajar (2023) label this type of providers as “self-employed providers” because many university students and even some secondary students provide PT services to make extra pocket money around the world. In this study, 14 participants (20%) reported receiving EPT from an *independent tutor*. One of the interviewees mentioned that the availability and flexibility of independent tutors helped them to learn English easily:

#### **Extract 6:**

*Interviewer:* How did you choose your tutor? Did you have any requirements?

*Ainur:* Actually, since I was preparing for NU I wanted someone from the university to teach me because he would know exactly what kind of techniques to use and what interview questions might appear during the

application process... my tutor was like my mentor, he guided me through the application process.

**Table 3**

*Types of Tutors*

Q13 – What type of English language tutor did you use? (please, tick one)	<i>n=70</i>	%
Tutor from an educational center	39	56
Independent tutor	14	20
Another teacher from my school	5	7
Teacher from another school	4	6
Lecturer or professor of a higher education institution	4	6
My class teacher	3	4
Other (please specify)	1	1

Only five (7%) participants stated that tutors were another teacher from their school, four (6%) participants reported having teachers from another school and the same number indicated receiving EPT from a lecturer or professor of a higher education institution. There were three (4%) answers indicating attending their class teachers' EPT lessons and one person chose "others."

Table 4 illustrates how participants received information about EPT tutors or centers.

**Table 4**

*Source of Information About EPT Courses*

Q14 – Where did you get the information about English tutoring and/or tutoring courses for this tutor?	<i>n=70</i>	%
My family and relatives	22	31
Friends and classmates	16	23

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Q14 – Where did you get the information about English tutoring and/or tutoring courses for this tutor?	<i>n=70</i>	%
Teachers in my school	8	11
Advertisement on media such as Instagram	22	31
Other (please specify)	2	3

The majority of the participants received information based on the recommendation of their family members (31%) and from advertisements on social media (31%). The following extract explains this point:

#### **Extract 7**

*Interviewer:* Where did you get the information about the exact tutoring center or tutor?

*Gulmira:* I saw it on Instagram; also, they were offering discounts for followers.

*Azamat:* I studied with a tutor taught at an English language center, then she became an individual private tutor.

*Alikhan:* My mom's close friend's son went to the language center and there was a 10% discount for each of us if we signed up together.

Moreover, 16 (23%) participants revealed they got the information from friends and classmates, whereas only 8 (11%) students had studied with a tutor based on their teacher's recommendation. This aligns with the previous study by Kim and Lee (2010), which mentioned that many students in South Korea are recommended to private tutoring services by their school teachers or counselors, who may believe that the extra support will help students improve their academic performance.

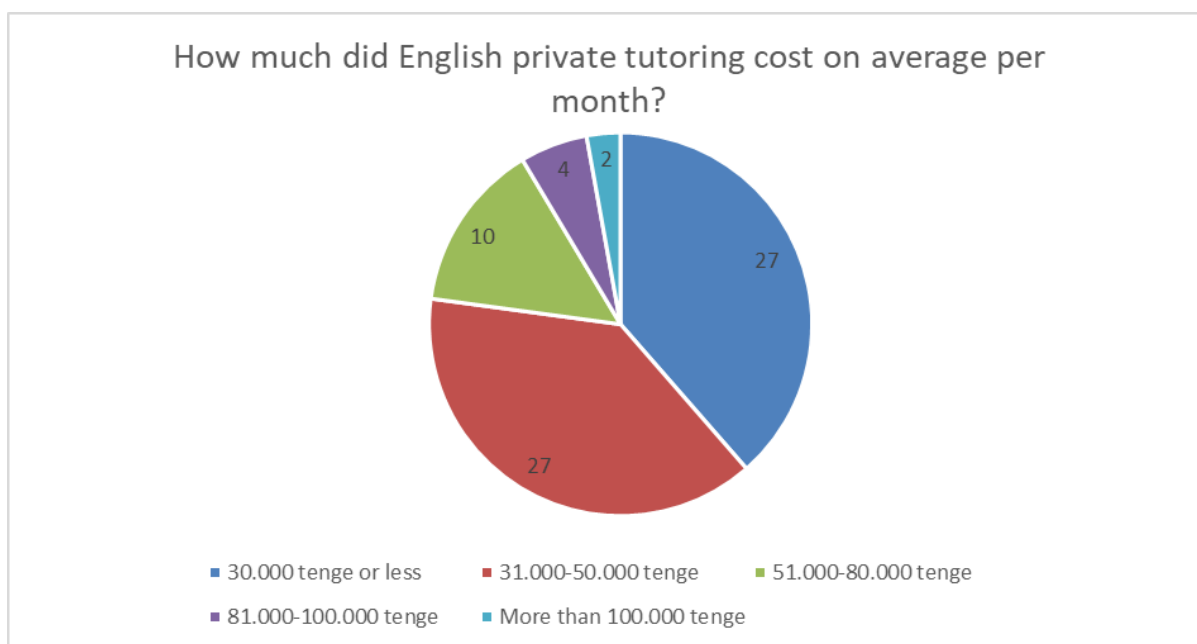
#### ***The Cost of EPT***

In the last category, within the nature of EPT the study sought to investigate the cost of EPT because it is related to the issue of equity, in the sense that those who came from well-off families are more likely to afford better quality PT. The results related to the average

costs of EPT per month are shown in Figure 5. The study found that more than one-third (36%) of participants had used EPT for 30 000 tenge (\$66) or less per month. The same number of participants had spent from 30 000 tenge up to 50 000 (~ \$66 to \$110) tenge monthly.

**Figure 5**

*Average Costs of EPT per Month*



Ten respondents in the survey stated the average price for EPT was from 51 000-80 000 (~ \$114 to \$178) tenge. Only four students chose option 81 000 -100 000 (~ \$180 to \$223) tenge, and two students chose the price more than 100 000 (\$223) tenge.

As regards the qualitative data, the study showed that two interviewees mentioned that higher prices were spent on individual lessons and IELTS courses, stating, “Group sessions were not comfortable for me because I experience the same in my school. I wanted to learn individually” (Gulmira). Another student (Ainur) claimed that “IELTS courses with a qualified teacher cost about 70 000 tenge a month”. This finding implies that students are willing to pay higher prices in order to get better results.

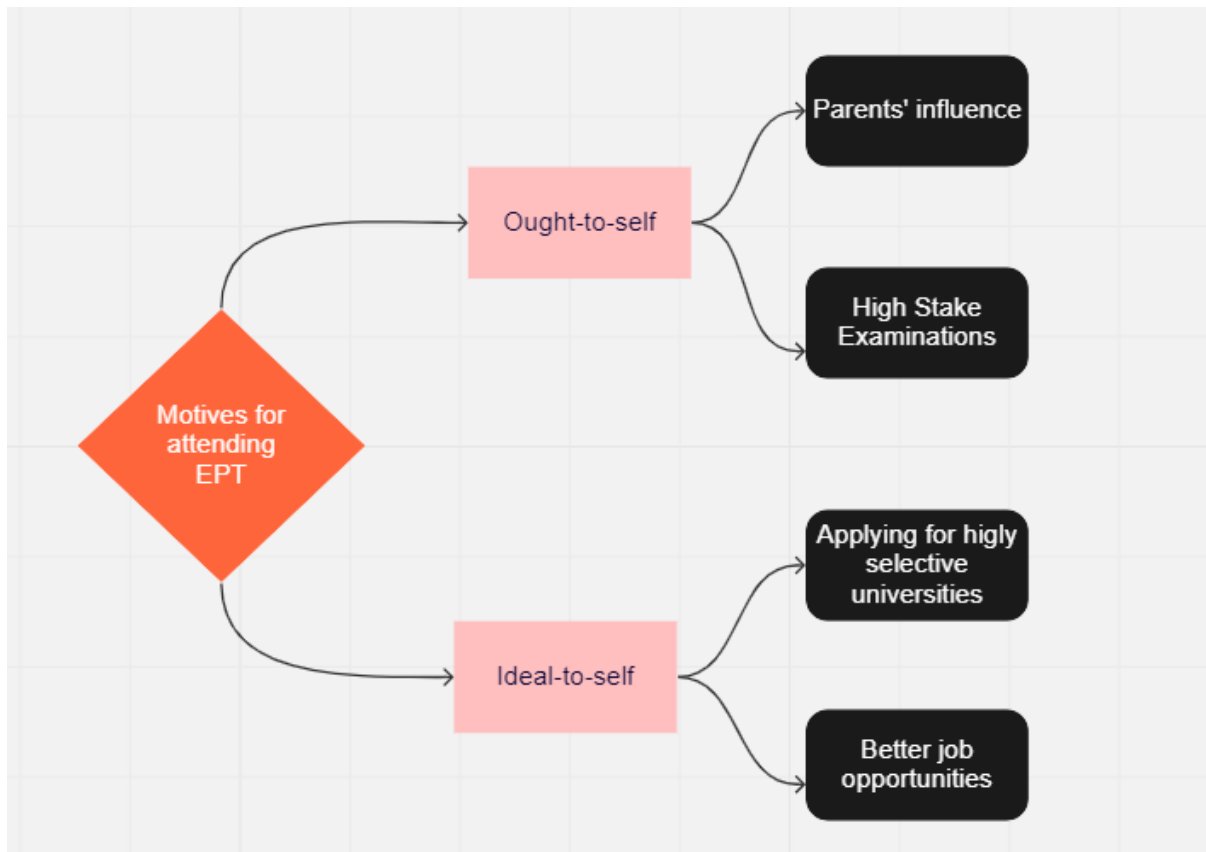
Surprisingly, none of the participants of the current study mentioned that EPT courses were a financial burden for their family. Interviewees stated that attending EPT lessons can be considered an investment in their future, as it enhances language proficiency and communication skills, which are increasingly valued in the globalized workforce, and secures state grants.

### **Motives for Having EPT**

This section reports the findings related to the participants' motives for having EPT. Guided by the theoretical framework adopted in this study, participants learning English through EPT sought to achieve Dörnyei's (2009) types of possible future selves: the *ought-to language self* and the *ideal language self*. Dörnyei suggests that learners may have different "language selves," or images of who they want to become as language users. These language selves can be broadly divided into two core types: ideal L2 self and ought-to L2 self. The ought-to L2 selves believe they should become in order to fulfill external expectations or social obligations. The qualitative data revealed that most (56%) interviewees mentioned that they had EPT for the purpose of meeting their parents' expectations, to get higher scores on national and international examinations in order to get accepted to highly selective universities or to secure grants on state higher education institutions (see Figure 6). The study also found that private tutoring had a positive effect on students' motivation and attitude towards learning English. Moreover, students stated attending EPT as a means to have better job opportunities in future.

### **Figure 6**

*Motives for Attending EPT*



Extracts 8 and 9 also typify how the motives for receiving EPT were influenced by external factors. Research has shown that private English tutoring can have a positive impact on students' academic achievement and language proficiency. In a study conducted by Chih-Hao (2019), it was found that students who received EPT had significantly higher scores on English language tests than those who did not receive private tutoring. The "ought-to" language self refers to a type of language that is used to express normative statements about how people or things ought to be or behave and it is heavily impacted by factors outside of oneself.

**Extract 8:**

I do not remember the exact time. But I think the first time I took these private English lessons was at elementary school. But that wasn't serious because my mom took me there....When I was at 11th grade, I started taking English courses again since I had to prepare for the university and IELTS exams. (Gulmira)

**Extract 9:**

I think it was my mother's decision because like other children's mothers, she wanted me to study English. She knew it would be useful to me in future, she was worried about my future. (Alikhan)

Despite the fact that external sources have an impact on attending EPT courses, some participants expressed long-term goals that are related to achieving one's ideal self as an investment in English learning via EPT. Sometimes parent's decision influenced the student's attitude towards English learning. One of the interviewees shared his thought on this point:

**Extract 10:**

My dad graduated EMI school and went abroad to study... now he is my role model. I always want to follow his steps. Therefore, I attended EPT to improve my English and applied to highly selective university. (Alikhan)

In particular, they were of the opinion that EPT could aid in broadening their comprehension of English, enhancing their self-assurance, and reinforcing their international standing and other opportunities. It represents participants' ideal L2 self, which shows what the language learner would like to become in terms of their language skills and abilities. It represents the learner's vision of themselves as a successful and proficient language user, and can serve as a powerful motivator for language learning as it is illustrated in the extracts below:

**Extract 11:**

At the present time, this is a very big advantage if you know English. It plays a huge positive impact when you're applying for any job...people will enter very good job places and they will have good salaries, and therefore I think it will affect our income. (Gulmira)

**Extract 12:**

I am grateful for attending a tutoring center as it proved to be beneficial for my English learning journey. My tutor was a native speaker from the United States. By

learning from a competent speaker of English, I was exposed to a more natural and authentic usage of English, which helped me to refine my own language skills. Furthermore, she piqued my desire and curiosity to study in the USA, to visit the country which described me. (Alan)

The participants' perceptions, as revealed by the qualitative data, indicate that EPT courses were seen by nearly all of them as a more useful setting for language improvement. Private tutoring has become increasingly popular among students in recent years. One of the reasons for this trend is the lack of attention that students receive in schools. That is, inadequate attention to students in classrooms can lead to difficulties in learning and lower academic performance. This point was clearly articulated by one interviewee, stating that “private tutoring can provide such personalized attention and support to students, making it an effective solution to the problem of lack of attention in schools” (Alikhan). Evidence suggests that private tutoring can significantly improve academic performance and student outcomes. Therefore, private tutoring is a valuable resource for students who may be struggling in school due to the lack of attention they receive in the classroom as illustrated in the extracts below.

**Extract 13:**

There were 30 people in my class which means it was really hard to keep up with other “straight A” students and learn something new even though I wanted to master English. That is why I decided to attend EPT which was the best decision. I could easily ask any questions I had and my tutor never scolded me. (Ainur)

**Extract 14:**

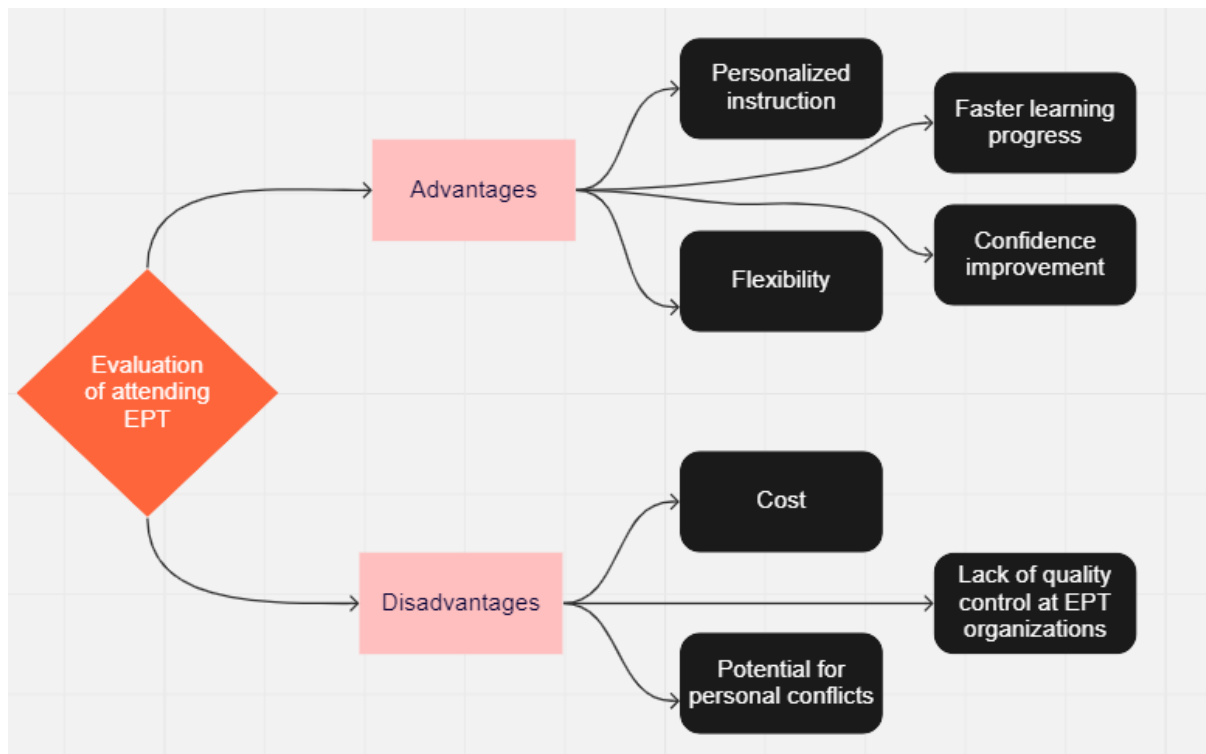
It was fun participating in English courses at the tutoring center. They motivated us to be active, so we could get coupons or free candies. We used to play games a lot, which helped us to memorize new words and rules. (Alan)

## Evaluation of Receiving EPT

The thematic map of the qualitative data illustrates the advantages and disadvantages of receiving EPT, as shown in Figure 7.

**Figure 7**

*Evaluation of Attending EPT*



### *Advantages of Receiving PT*

EPT can offer several advantages for learners looking to improve their language skills. The main benefits were personalized instruction, the flexibility of EPT courses, faster learning progress and confidence improvement.

**Personalized Instruction.** With private tutoring, most participants indicated that they received personalized instruction that was tailored to their individual needs and learning styles in the tutorial sessions. That is, tutors assessed the participants' strengths and weaknesses and created a customized curriculum that targets specific areas that need improvement. This view was justified by the following arguments: 1) individualized lessons helped to work only on those issues that the learner is facing, and 2) unlike mainstream teachers, tutors prepare materials based on students' needs. Additionally, students mentioned that the system in mainstream schools is more focused only on test results rather than effective learning. The following extracts exemplify this point:

**Extract 15:**

After having a trial session with my tutor, she came up with a whole learning plan made for me. My tutor focused on improving my weaknesses; she never ignored them. (Alan)

**Extract 16:**

At school, there was a lack of opportunity to approach my English teacher and ask for help since after the class she immediately rushed to her next class. But at the tutoring center, I could easily ask for any advice without hesitation. (Alikhan)

**Flexibility.** Some participants highlighted the *flexibility* factor as another benefit associated with the teaching approach utilized by tutors. EPT allowed the participants to schedule sessions at times and work environment that work best for them. The following interview extract echoes this point.

**Extract 17:**

Online lessons were really convenient in terms of time management. I did not have to waste time. Also, my tutor lived abroad, and he was one of the popular tutors on social media. I wanted to attend his lessons. Thus, online lessons were the best option for both of us. (Gulmira)

**Faster Learning Progress.** Many of the participants mentioned that *faster learning progress* is another advantage of EPT since the instruction is personalized and focused on the student's needs, learners often make faster progress than they would in a classroom setting. This can be especially relevant for individuals who are struggling in a group setting or who need more one-on-one attention as it is described in the extracts below:

**Extract 18:**

I had only a couple of months left before the IELTS examination, so I had to take EPT sessions. Within two months of preparation, I improved my speaking and writing skills. (Laura)

**Extract 19:**

Since there were only 4 people in my group, it was comfortable to learn English because tutor would correct you right away. (Ainur)

**Extract 20:**

I was preparing for UNT on my own, but once the exam date was approaching, I wanted to gain higher score, so I took an individual session with my tutor... my scores went up from 26 to 38, which I think is really good improvement. (Ainur)

Another advantage that was revealed from the interviews is *the engaging learning experience* that students received as a result of EPT. It can be more engaging and interactive than traditional classroom settings. Tutors used a variety of teaching methods and materials to make the learning experience more enjoyable and effective. The comments below evidence this point:

**Extract 21:**

The tutor used diverse types of interactive learning approaches such as Kahoot, Quizlet and videos. At school we did not have these opportunities. (Alan)

**Extract 22:**

I enjoyed attending English courses because we used to watch movies and learn new phrases, discuss about celebrities and even do presentation. (Ainur)

**Confidence Improvement.** Collaborating with a private tutor helped students build confidence in their English language skills as tutors provide individualized feedback and support, which can help students feel more comfortable using the language in a variety of contexts. The following extracts describe this point:

**Extract 23:**

It is essential to know English nowadays because all the international programs are held in English... after improving my speaking skills, I am no longer afraid of international internship interviews. (Alikhan)

The quantitative data showed that attending EPT courses affected participants in a positive way as can be seen in Table 5. The number of students who agreed that EPT improved their examination grades/marks was 37 (53%). Moreover, 29 (41%) students agreed that they achieved better understanding of English. As was mentioned above, participants gained confidence after receiving EPT lessons. The quantitative data shows that 29 (41 %) students mentioned getting confident in their academic performance. On the other hand, it is hard to tell if EPT courses helped students gain confidence in their daily life performance since the majority 22 (32%) of participants neither agree nor disagree with the statement.

**Table 5**

*Evaluation of EPT*

To what extent do you agree that English private tutoring has improved your...		Strongly disagree	Disagree	Neither agree, nor disagree	Agree	Strongly agree	Total
Examination grades/marks	<i>n</i>	2	4	9	37	18	70
	%	3	5	13	53	26	100
Better understanding of English language	<i>n</i>	2	2	9	29	28	70
	%	3	3	13	41	39	100

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To what extent do you agree that English private tutoring has improved your...		Strongly disagree	Disagree	Neither agree, nor disagree	Agree	Strongly agree	Total
Readiness for examinations	<i>n</i>	1	4	11	31	23	70
	%	2	6	16	44	32	100
Confidence in your academic performance	<i>n</i>	2	6	15	29	18	70
	%	3	8	22	41	26	100
Confidence in your daily life performance	<i>n</i>	4	10	22	18	16	70
	%	5	15	32	26	23	100

Overall, EPT can offer a highly effective and personalized way to improve language skills. PT can be a valuable investment in the language-learning journey for students are struggling in a classroom setting or simply looking to improve their English proficiency.

### ***Disadvantages of EPT***

EPT has also its disadvantages. While private tutoring can be an effective way to improve one's English language skills, there are also some potential drawbacks to consider such as cost, potential for personal conflicts and lack of quality control. The following subsections examine the drawbacks in connection with this topic.

**Cost.** One of the most significant disadvantages of English private tutoring is the cost. Private tutors typically charge high hourly rates, which can be a significant expense, especially for those on a tight budget. The findings of the present study highlight that the cost of private tutoring may also vary based on the tutor's qualifications, experience, and location. The extract below explains this point:

#### **Extract 24:**

I enjoyed attending English courses because we used to watch movies and learn new phrases, discuss celebrities and even do presentations. (Ainur)

**Potential for Personal Conflicts.** English private tutoring may not be suitable for everyone. There may be personal conflicts between the *consumer* and the organization, which can create a negative learning experience. Students may also feel uncomfortable working with a tutor who does not share their values or beliefs. Therefore, one of the participants (Laura) indicated, “it was quite disturbing when new students kept coming in the middle of the course...they could ask the questions which we just covered a few days ago. The tutor ignored my concern when I expressed this.”

**Lack of Quality Control at EPT Organizations.** As noted by the U.S.-based National Education Association (2020), private tutoring may lack quality control, including standardized curricula and teacher certification requirements. The participants’ point on lack of control was also mentioned by Dang and Rogers (2008), which expressed that private tutoring lacks the standardized curricula and assessments that are common in formal educational settings.

Private tutoring may lack the quality control that is often found in formal educational settings. There are no standardized curricula, and there is no way to ensure that private tutors have the necessary qualifications or experience to provide high-quality.

## **Conclusion**

The main purpose of this chapter was to present the major findings drawn from the survey results and interviews. All findings were collected using “Qualtrics” software and one-to-one interviews. The chapter was divided into three main sections, focusing on the nature of EPT, motives for receiving EPT and evaluation of EPT. Also, each section was presented with a sub-section that gave comprehensive information about the topic.

The findings of the present study revealed that the majority of the participants had attended small group tutoring sessions and a great number of participants received EPT for less than months in order to achieve their goal. Yung (2019) noted that Dörnyei's concepts of

"ought-to-self" and "ideal-to-self" are important considerations for understanding the motivation and attitudes of language learners and can help inform effective language teaching practices. As for the motives to attend EPT, the participants were found to have Dörnyei's (2019) both "ought-to-self" and "ideal-self" theoretical consideration of language learning motivation.

Mostly parents' influence and passing high stake examinations were mentioned as the reasons for EPT by participants, which can be considered as "ought-to-self" whereas better job and scholarship opportunities can be aligned with the "ideal-to-self" concept. The advantages of EPT included personalized instruction and lesson plan, faster learning process, and flexibility of EPT tutors and some of the participants highlighted the increase in confidence in speaking English. On the other hand, while English private tutoring can be beneficial for students looking to improve their language skills, it is essential to consider the potential drawbacks. Students and their families should carefully weigh the costs and benefits of private tutoring and consider other options, such as group classes or online courses, to ensure that they receive the most effective English language instruction possible. According to Lee et al. (2018), EPT can be costly, which can create financial burdens for families who may feel pressure to invest in private tutoring to ensure their children's academic success. Therefore, in agreement with this previous study, cost of private tutoring was one of the drawbacks of EPT according to the participants. Other disadvantages of private tutoring were related to lack of quality control and potential conflicts between student and tutors.

## Chapter 5: Discussion

This chapter discussed the results of the study presented in the last chapter. The data of this study was obtained from online questionnaire and semi-structured interviews. The study sought to explore undergraduate students' experiences of having English private tutoring (EPT) over the past 12 months, underlying its nature and effectiveness. This chapter is organized according to the research questions and the theoretical framework that underpinned this study based on Dörnyei's (2009) two types of possible future selves: *the ought-to language self and the ideal language self*:

1. What was the nature of EPT in terms of its intensity, mode, frequency, cost, and providers as received by the study participants?
2. How did the participants evaluate their EPT experiences over the previous 12 months?

Therefore, this chapter is divided into two sections based on the previously stated research questions.

### Revisiting the Theoretical Framework

To identify the participants Dörnyei's (2009) concepts of the "ought-to language self" and the "ideal language self" was used to explore how private tutoring (PT) can help students to achieve their desired language selves. The "ought-to language self" represents the version of oneself that a person feels they should become based on external expectations or pressures from significant others (e.g., immediate family members and teachers). PT can help students fulfill these expectations by providing them with the exam-oriented strategies needed to pass high-stakes examinations and meet the expectations of important figures. On the other hand, the "ideal language self" represented the version of oneself that a person aspires to become, regardless of external expectations or pressures. PT can also help students achieve this ideal

self by providing them with personalized instruction and guidance that enables them to achieve their language goals. Therefore, EPT can be aligned with both the "ought-to language self" and the "ideal language self" by helping students meet external expectations and fulfill personal aspirations.

In the following sections, this framework utilized in the research will be examined and analyzed in relation to the research questions and pertinent literature.

**RQ1: What was the nature of EPT in terms of its intensity, mode, frequency, cost and providers as received by the participants of the study?**

### *The Intensity/Scale of PT/EPT*

As described in Chapter 4, 58% of the participants (70 out of 120) reported attending EPT in the preceding 12 months when they were in the last year of secondary school education. These results aligned with the findings of previous studies which were conducted in Kazakhstan. Hajar and Abenova's (2021) study, for instance, found that almost 60% of the students studying at the foundation program at an elite university in Kazakhstan reported having PT in the past two years before entering the university, mainly to secure a state grant at their preferred university. Elsewhere, Hajar (2023) studied dimensions of EPT, including its scale, modes of delivery and the reasons among Grade 6 students in Kazakhstan. Hajar (2023) reported that 336 out of 637 students (52.75%) had received EPT in the preceding 12 months. Moreover, Kalikova and Rakhimzhanova (2009) found that almost 65% of the respondents studying in Kazakhstan were engaged in PT, especially maths and Kazakh languages, in the final grades of secondary school. However, the recent study conducted by Hajar and Karakus (2023) found 81% (750 out of 952) of the first-year Kazakhstani university students received PT. The differences between the findings of the current study and Hajar and Karakus's (2023) study in terms of the intensity of PT could be due to the fact that Hajar and Karakus' (2023)

study was conducted during the COVID-19 pandemic when the scale of PT was escalated due to the participants' lack of satisfaction with online education. Also, Hajar and Karakus' (2023) study focused on PT in core subjects necessary to pass the UNT whereas the current study examined the participants' PT experiences in the English subject only.

### ***Duration, Frequency and modes of EPT***

The findings of the study also reported that 17 participants (24%) had received EPT in the last six months. It can be assumed that the participants had received EPT when the high-stakes examinations were approaching. This result concurs with the finding in Kalikova and Rakhimzhanova's (2009) study where almost 24% of the participants from Kazakhstan received EPT when national examinations were approaching. In this regard, the scale of PT is often intensified during the exam period due to the parents and their children's beliefs of its importance. Hultberg's et al. (2019) study in South Korea, for instance, found that high school students who attended PT before examinations showed significant improvements in their academic performance compared to those who did not attend. Accordingly, most participants in this study also strived to attend EPT lessons mainly for passing national examinations.

Regarding the mode of EPT, Yung (2022a) states that EPT can come in different forms, such as individualized (one-to-one), small-group, and lecture-style tutoring. As reported in Chapter 4, the majority of participants (48%) mentioned that they had received small-group face-to-face instruction. It implies that participants are more likely to have EPT in small offline groups which consist of 2-10 people. This result might be because the cost of this type of PT is affordable, in addition to being able to receive the attention they needed from their private tutors. Notably, different contexts have varying numbers of students in a group. In Hong Kong, Yung (2021) reported that the number of students who attend small

group tutoring generally consists of two to seven students due to the government's regulations requiring larger groups to register as a "school". Therefore, many students choose small group tutoring classes which can provide learners with a sense of accountability and responsibility, as they work together with their peers towards common goals (Kim et al., 2015). Learners may also feel more motivated to contribute and participate actively in a smaller group, as they feel that their contributions are more visible and impactful. Small group tutoring classes can be an effective way for learners to receive personalized attention, practice their communication skills, and work collaboratively with their peers towards common goals. These benefits can contribute to increased motivation, engagement, and learning outcomes for learners in a private tutoring context.

Bray and Kwo (2014) have noted that one-to-one tutoring is typically the costliest form of PT and this expense can create barriers for some individuals who cannot afford it. Nevertheless, individual face-to-face tutoring was chosen (29%) by many participants. The same number of results shows that (8%) participants chose small group online tutoring and (8%) individual online tutoring. At the beginning of 2020, many tutorial centres adopted the online option of delivering sessions due to the global COVID-19 pandemic (Zhang & Bray, 2020). The least number of participants emerged to have a lecture style of tutoring, in which only 3 (3%) of participants chose the online lecture style of EPT and 4 (4%) face-to-face lecture style of EPT. Related to this, Hajar et al, (2022) studied the PT experiences of 366 secondary school students in Kazakhstan, and stated that along with other Central Asian nations, Kazakhstan has taken a *laissez-faire* approach to managing the PT market in the country. This has resulted in the government viewing education in informal settings as beyond their scope of responsibility, and accordingly most students in this study attended face-to-face tutoring although the COVID 19 pandemic still existed during their attendance.

The study found that the majority of participants (54.29%) had received EPT three times a week, i.e., 12 lessons per month. This finding is in line with earlier research conducted by Silova (2009) in Central Asia showing that (51.6%) of the participants received three academic hours of PT sessions per week. Also, Hajar and Abenova (2021) found that more than half of the participants who attended PT sessions per month were for 12 hours or less. This implies that some students may also have PT in other core subjects, especially mathematics because they are assessed in the UNT.

Interestingly, the findings indicate that the majority (36%) of the participants attended EPT for 5 months or less. This implies that they were potentially getting ready for an entrance exam with the help of EPT. However, two interviewees reported that they had been receiving EPT from the middle school until getting accepted to university because of reasons that went beyond passing the high-stakes exam. Precisely, these interviewees articulated intangible gains of EPT, in terms of raising their self-confidence and self-awareness and interest in the English subject along with increasing their confidence in expressing themselves verbally in English and fostering social connections with peers both in and out of the classroom (for more elaboration about the intangible, soft benefits of PT, see Hajar, 2018). Therefore, learners may exhibit a strong inclination towards obtaining intermittent private tutoring sessions, wherein they engage in extensive, leisurely study over a prolonged duration, as a means of attaining heightened levels of proficiency.

### ***Cost of EPT and its Impact on the Family***

The study found that 27 (36%) participants had spent EPT for 30 000 tenge or less per month. The same number of participants also reported that they spent 30 000 tenge up to 50 000 tenge per month (~ \$66 to \$110) monthly. This finding related to the cost of PT concurs

with that of Hajar et al. (2023), who found that 32% of the surveyed individuals who took PT reported that their parents paid between 40,000 to 60,000 tenge (~ \$92 to \$138) per month for their tutoring sessions, while 27% reported that their parents spent between 20,000 to 40,000 tenge (~ \$46 to \$92). Elsewhere, Hajar and Karakus (2023) reported that 55% of the respondents who attended in PT reported their parents used to pay 21,000–40,000 tenge (~ \$46 to \$88). Nevertheless, in Pussurmanova's (2017) study, the amount spent on PT as reported by her participants was 10,000 tenge or less per month. This inconsistency could be attributed to the fact that Pussurmanova's (2017) study was conducted five years ago which means prices on services can get higher and it focused on high school students in Aktobe, whereas the other recent Kazakhstani studies' sample population study came from megapolis regions of the country such as Astana and Almaty, where most families can afford PT

In Kazakhstan, Kalikova and Rakhimzhanova (2009) examined the prevalence, nature, and consequences of private tutoring in Kazakhstan, drawing on surveys and interviews with students, parents, and tutors. Kalikova and Rakhimzhanova (2009) mentioned the cost of PT in their study on PT in Kazakhstan. They found that PT can be a significant financial burden for families in Kazakhstan, with some spending up to a quarter of their household income on tutoring fees. This led some families to cut back on other expenses, such as healthcare and food, in order to pay for PT. Hajar et.al (2023) study examined the scale, nature, and effectiveness of PT in Kazakhstan's education system during the COVID-19 pandemic. 52% of the participants agreed or strongly agreed with the statement that PT can be a financial burden to their families, while 18% disagreed or strongly disagreed with it. The qualitative findings of the study revealed an unexpected finding as none of the participants highlighted any financial burden on their families due to the EPT courses.

To elaborate on the cost of PT in other contexts, Bray and Lykins (2012) conducted a comparative study on the financial burden of PT on parents, in several Asian countries. They found that PT can be a significant financial pressure on families, especially those in lower-income brackets. In some cases, families spent up to 25% of their household income on PT fees. For example, recent research by Yung and Zeng (2022) on senior secondary students' experiences with the EPT in 16 tutorial schools in Hong Kong revealed that some parents saw English as a commodity and the tuition they paid as a "investment" in their kids, though they may not have expected a return. In this sense, the interviewees of the current study acknowledged the potential benefits of attending EPT classes as an investment in their future, which could improve their language proficiency and communication skills, be deemed highly valuable in the global workforce, and make them eligible for state grants.

### ***Identity of EPT Providers***

The present study revealed that 56% of students received EPT services from an educational center tutor. This finding matches with most previous studies on PT conducted in Kazakhstan. Hajar and Abenova (2021), for instance, found that most interviewees had attended PT in the tutorial centres in the form of small groups. The majority of tutorial centres are small, but some use branches, franchises, or the internet to operate on a national and even international level (Bray & Hajar, 2023). Therefore, depending on the student's preference and opportunities, they can attend educational centers for achieving their goals. In this study, 14 participants (20%) reported receiving EPT from an independent tutor. Bray and Hajar (2023) label this type of providers as "self-employed providers" because many university students and even some secondary students provide PT services to make extra pocket money around the world. In the current research, only three individuals (4%) reported receiving EPT lessons from their regular classroom teachers.

According to a Transparency International report (2013), corruption at the classrooms exists in Eastern and Southern Europe, Sub-Saharan Africa, and the Middle East and Egypt, which indicates that teachers in these regions may abuse their power by pressuring students to pay for PT that is not needed. There are previous studies on mentioning serving teachers offering PT services to their students as a way to generate extra income (Bray, 2013b; Kobakhidze, 2014). This also aligns with the study by Kim and Lee (2010), reporting that many students in South Korea are recommended to PT services by their school teachers or counselors, who may believe that the extra support will help students improve their academic performance. It also confirms Silova's (2009) point that classroom teachers in Central Asia might offer tutoring services to their students in order to make extra fee besides their official job.

The majority of the participants received information based on the recommendation of their family members (31%) and from advertisements on social media (31%). Similarly, Bray and Kobakhidze (2015) found that many tutors used social media to advertise their services, particularly on Facebook and other online forums. The influence of social media in promoting the EPT remains to be one of the crucial factors. Hultberg et al. (2021) note that social media platforms are increasingly being used for advertising PT services, particularly in East Asia, where the private tutoring industry is particularly large and competitive.

**RQ2: How did the participants evaluate their EPT experiences over the previous 12 months?**

***Motives for Having EPT***

This section discusses the motives of receiving EPT answers the second research question on participants evaluation of their EPT experience. Research has shown that EPT can have a positive impact on students' academic achievement and language proficiency. In a

study conducted by Chih-Hao (2019), it was found that students who received EPT had significantly higher scores on English language tests than those who did not receive private tutoring. The study also found that EPT had a positive effect on students' motivation and attitude towards learning English. Similarly, participants (Laura, Azamat, Ainur) of the current study indicated that they received EPT in order to improve their test scores prior to university examinations. Based on the qualitative analysis of Hajar and Karakus's (2023) study in Kazakhstan, the primary motivation for most participants seeking PT was to prepare for a high-stakes entrance examination – UNT- in order to gain admission to their desired university.

With reference to the theoretical framework adopted in this study, these results highlight *the ought-to L2 selves* beliefs of participants that they had EPT for the purpose of meeting their parents' expectations, to get higher scores on national and international examinations in order to get accepted to highly selective universities or to secure grants on state higher education institutions. Nevertheless, two participants (Ainur and Gulmira) articulated long-term goals that were related to achieving *their ideal self* such as having higher level of English language proficiency or aiming for better job opportunities in future. Therefore, participants were receiving EPT for the purpose of having effective communication skills in English in daily life. As previously mentioned, even though many students aim for high examination test results, Yung (2019) by exploring 18 Hong Kong (Grade 12) students' EPT experiences and their motives, stated that some students attempted to gain “real English” for authentic communication through EPT. Aligned with this study, two participants (Gulmira, Alan) confirmed this point mentioning that their ultimate goal for attending EPT was achieving proficient level of English in order to study in USA and to be able to apply for a job with big salaries. Many EPT tutors do not only focus on examinations

or international tests but also they can be language professionals who can improve students' English proficiency.

Overall, the results indicate that the desired second language identities (*ideal L2 selves*) of students who participate in EPT are subdued with the expected second language identities (*ought-to L2 selves*). This is because the pressure from the high-stakes public examination tends to subdue their preferred second language identities. Overall, the high-stakes exams associated with the students' "ought-to language self" played a role in their motivation to learn the language, they also demonstrated a desire to achieve their academic and life goals by expanding their cultural knowledge, which is associated with the "ideal language self". This finding confirms Hajar's (2022) claim that his Syrian internally displaced participants perceived their PT in Turkish more than just a means to enhance their linguistic abilities. They also viewed it as a bridge that could help them master Turkish to escape from the civil war in their country and achieve their ideal desired selves by pursuing their degree at Turkish universities.

### ***Evaluation of EPT***

This section discusses the qualitative findings on the advantages and disadvantages of receiving EPT based on students' evaluation of their PT experiences in the last 12 months. The advantages of EPT can be narrowed down into two intersections outlined as 'tangible benefits' and 'intangible benefits' to give a precise explanation of the benefits of attending EPT. Maylor et al. (2013) state that 'tangible benefits' are educational impact with measurable outcomes, whereas 'intangible benefits' on the contrary are not quantifiable, which means this type of benefits can go beyond measurable outcomes and describe students' long-term goals, attitudes towards learning English through EPT. EPT can be tailored to meet the individual needs and goals of each student, which is particularly important for students

who have unique learning styles or who are struggling with specific aspects of the English language. For example, one of the students who is preparing for an English proficiency exam benefited from focused tutoring sessions that target their weaker areas, while another student who is looking to improve their conversational English skills may benefit from more conversational practice and feedback.

**Hard, Tangible Benefits.** As many of the participants mentioned, EPT was received for the purpose of passing high stake examinations – UNT- in order to secure state grants in highly selective universities in Kazakhstan. Therefore, attending EPT was beneficial in terms of practicing for IELTS exams as its tutors could help students with familiarizing with the structure of international tests. This finding aligns with the previous research conducted in Kazakhstan and elsewhere (e.g., Hajar et al., 2022; Yung, 2021; Bray and Kwo, 2015), emphasizing on high-stakes entrance examinations as the main reason for attending PT. Moreover, one interviewee (Ainur) mentioned the significance of EPT in increasing his UNT results. Jumabayeva (2016) in her study carried out an in-depth investigation of UNT's impact on Kazakhstani high school students. It was found that PT has a significant role in the sphere of education since there is a great demand for tutors in core subjects taken at the UNT (Jumabayeva, 2016). Despite the availability of free supplementary lessons provided by the school for UNT preparation, it was discovered that some 11 Grade students chose to enroll in PT sessions. Correspondingly, other studies in Kazakhstan mentioned the demand for tutoring lessons to excel in studies and increase the chance of entering prestigious universities (see Hajar & Karakus, 2023; Hajar & Abenova, 2021; Akimenko, 2017; Silova, 2009, Kalikova & Rakhimzhanova, 2009). In this sense, EPT lessons help students to gain more points on UNT exams for students who choose English as their subject of choice.

Along with improving the high-stake examinations, students mentioned that personalized instruction helped them to excel in their English language proficiency since the individual attention of tutors assessed the participants' strengths and weaknesses and targeted specific areas that need improvement. The recent study by Guill et al. (2020) tested the relationship between tutoring attendance and individual learning support during classroom lessons of secondary school students in Germany. The researchers discovered that students were less likely to enroll in EPT classes if they gave their English professors high marks for empathy and personal support. (Guill et al., 2020). As one participant (Alikhan) mentioned, due to the shortage of ESL teachers at school, teachers never had enough time to focus on each student's academic weakness. Consequently, he decided to take individual EPT lessons to improve his academic performance. This point aligns with Hajar's (2018) study of Year 6 students in South-East England, which states that one of the tangible benefits of PT was that it allowed for greater focus on addressing academic weaknesses.

**Soft, Intangible Benefits.** Hajar's (2018) research suggests that the soft, intangible benefits of PT extend beyond achieving good results in high-stakes exams, it rather focuses more on self-awareness, boosting confidence and personal growth. The findings of this study also recognized these benefits by participants. The quantitative data showed that 30 (42%) students mentioned getting confident in their academic performance. It is expected that PT can boost students' self-confidence and feelings of accomplishment, especially if it leads to improvements in their academic performance (Bray, 2013). Hence, EPT may boost student self-confidence toward the future. Hajar's (2018; 2020) stated the pupil's intangible gains of receiving PT associated with raising their self-esteem, socializing with others. As Alikhan mentioned learning English could helped him to feel confident while applying to international internships. Thus, EPT may positively impact students to boost self-confidence and improve a sense of achievement.

Flexibility of EPT lessons can be another factor for increased motivation and enthusiasm for learning. The format of lessons, schedule and even tutors can be chosen based on student's preference. The findings show that online learning style can be suitable for many students since it can save time and different online interactive platforms are available for effective learning. This point was echoed by Hajar and Karakus (2023) where Kazakhstani university students highlighted the significance of online learning as it was energy-efficient, as the instructors present the course material on the screen, which eliminates the need for the learners to take notes. The participants also highlighted the option of recording the instructional sessions as it gave them the opportunity to review the material multiple times and enhance their understanding.

**Disadvantages of EPT.** While the majority of the respondents expressed a clear and positive outlook towards receiving EPT, emphasizing both the tangible and intangible advantages, some of the participants identified some disadvantages related to EPT such as cost, lack of quality control and potential for personal conflicts.

The expense of EPT is considered to be one of the most substantial drawbacks. Private tutors usually demand steep hourly fees, which can be a considerable financial burden, particularly for individuals with limited financial resources. Liu and Bray (2020) conducted a nationwide survey in China and found that PT is a significant expense for many families, with some spending a considerable proportion of their income on these services. The outcomes of the current research were consistent with some previous studies and indicated that families were willing to invest in personal tutoring regardless of their socio-economic status. It appears that families are prepared to fund EPT lessons, even if the financial costs increase based on the intensity and type of lessons. Mahmud (2020) examined students at secondary schools in Bangladesh to determine how parental involvement in their

children's PT led to high expectations and competition that put a financial strain on families in an underprivileged society. He found that some parents believed that their children can achieve higher levels of academic performance by investing more money in tutoring as they view tutoring as a means of progressing, rather than simply supplementing, formal education.

It also emerged from the analysis of the interview data that EPT can bring the potential for personal conflict. As a consumer, students might have high demand for the construction of tutoring lessons and face negative outcomes if both sides do not share the same values or beliefs. This point of view was also mentioned in a study by Ali et al. (2019) which highlighted that personality conflicts between students and tutors can negatively impact the effectiveness of private tutoring. Therefore, this can lead to an often change of EPT tutors.

Lastly, PT may lack quality control, including standardized curricula and teacher certification requirements because as Bray stated (2017) it is an unregulated industry, and it kept away from the public sight. Unfortunately, currently, there is no other standardized quality assurance for evaluating tutoring centers in Kazakhstan. Although many tutors are certified educators, there are plenty who are not, and there are no minimum admission criteria to work in the tuition profession (Kirby, 2016). The Kazakhstani government's comparatively lenient oversight of private education has allowed private education, particularly the unregulated sector, to evolve in accordance with the principles of a free market. According to Zhang and Bray (2017), as shadow education adheres to market-based pricing, certain public-school teachers are also engaging in illegal part-time work with shadow education institutions to earn extra income or are acting as agents to recruit students for shadow education businesses within public schools.

## **Conclusion**

This chapter presents the findings based on the studies related to the current research topic as well as Dornyei's L2 Motivational Self System (L2MSS) which was employed as the conceptual framework of this study. Thus, the results of the current research align with existing literature on EPT. Specifically, the majority of the study participants had received EPT prior to starting university. The participants in the study demonstrated an ought-to-self mindset by viewing tutoring sessions as a helpful tool to enable them to pass the entrance exam and evade failing the exam. In terms of participants' motives attending EPT, the study found that they did so as a means of enrichment during their final years of school in order to achieve higher scores in high-stakes exams in order to secure state grant from prestigious universities of Kazakhstan. Moreover, students are more likely to have not only measurable (tangible) benefits from receiving tutoring session in terms of improving examination scores, but also EPT helped them to go beyond by shaping their possible self-image in acquiring confidence for the sake of their future, interest for learning English.

## **Chapter 6: Conclusion**

The previous chapter discussed the main findings of this research which aimed at exploring undergraduate students' experiences of EPT over a period of 12 months prior to their enrollment in an undergraduate institution. The purpose of the study was to reveal the nature of EPT, its intensity, mode, frequency, cost and providers as well as motives for attending EPT classes and their evaluation of EPT after enrolling in an elite EMI university in Kazakhstan. The current study adopted a mixed-methods approach by using an online questionnaire as well as semi-structured individual interviews and was guided by the voices of students at a highly selective EMI university. This paper sought to answer the following two research questions:

- 1) What was the nature of EPT in terms of its intensity, mode, frequency, cost, and providers as received by the study participants?
- 2) How did the participants evaluate their EPT experiences over the previous 12 months?

This chapter summarizes the major findings of the current research and presents the final conclusions of the study and is divided into four subsections: major conclusions on findings, limitations of the study, implications, and recommendations for further research.

### **Major Conclusions of the Study**

The first part of the study focused on the first research question and relied mainly on quantitative data analysis. These results aided in comprehending the nature of EPT in terms of its intensity, mode, frequency, cost and providers as received by students in their final year of schooling prior to enrolling at an elite EMI university in Kazakhstan. The study revealed

that the majority (n=70; 56%) of the participants attended EPT over the 12 months prior to applying to this university located in the capital city of Astana in Kazakhstan.

As for the modes of EPT, small-group face-to-face instruction was the most popular choice among participants as it was the most affordable type of English tutoring available. The second popular option was individual face-to-face tutoring as noted by many participants, which was considered to be one of the effective ways for achieving better results in a short period of time focusing only on students' preferences.

The analysis of the intensity of EPT revealed that the majority of students had received EPT lessons three times a week which is approximately 12 hours per month. Due to the reasonably high prices of EPT sessions and the time constraints of students in their final year of school, participants could afford only a certain number of sessions per week. Most of the students were busy preparing for mandatory national exams (e.g., UNT) which typically includes questions from three mandatory and two specialized subjects. Therefore, students had limited time for studying English along with other subjects.

According to the data, the largest proportion (36%) of participants received EPT for a duration of 5 months or less. This shows that they had been preparing for an entrance exam to gain access to an elite EMI university using the EPT since EMI universities require high scores on international language proficiency tests (i.e., IELTS, TOEFL). A small part of the participants received EPT for a period of 5 months up to 1 or 2 years for the purpose of gaining 'intangible skills' by increasing their language proficiency in order to have good communication skills and to boost their confidence in expressing themselves in English (see Hajar, 2018).

As for the financial impact of EPT, the qualitative findings of the study revealed that none of the participants highlighted any financial burden on their families as the EPT courses

were considered an investment in the students' future and would help them secure state tuition grants at universities. In Hajar and Karakus's (2023) study, one of the participants mentioned tutoring sessions as "a real salvation for students" during critical moments of COVID-19 pandemic. The majority of students were willing to invest from 30 000 tenge up to 50 000 tenge (~ \$66 to \$110) monthly. This was considered affordable and worth the expense compared to enrolling in EMI universities which have expensive tuition fees. An elite EMI university in Kazakhstan offers the option to study on a fee-paying basis for engineering majors and the approximate price is 10 million tenge per year (\$23 000) which is more than 833 000 tenge (~\$1,900) each month. Thus, investing in EPT can ease a family's financial burden in the future.

The findings showed that the majority of the participants attended EPT to pass high-stakes examinations and apply for highly selective EMI universities. EPT was found to be provided by private educational center tutors, individual 'independent' tutors and schoolteachers. For more than half of the respondents, EPT was offered in small-group sessions by private educational companies due to the affordable price set for learning English. Independent tutors were also found to be popular among EMI university applicants since these tutors usually have experience applying to universities and passing international tests. Additionally, English language teachers from schools provided EPT lessons for an additional income.

Advertisements on social media have become one of the most common marketing tools for disseminating information about EPT courses. As Yung and Yuan (2020) stated PT is becoming increasingly popular as tutors' identities are being actively promoted through online advertising, which reflects the growing influence of market demands on the education industry.

The qualitative part of the research revealed the motives for attending EPT and the evaluation of their EPT experiences. The participants regarded EPT as having a significant role in achieving one of their possible future selves: the ‘ideal’ and ‘ought-to’ selves. As it was mentioned previously, the main goal of the majority of participants was to prepare for high-stakes examinations and secure a place at a prestigious EMI university. Thus, students’ ought-to selves have higher *extrinsic motivation* (Ryan & Deci, 2017), which was evident in their short-term learning goals that focused on memorization and test-taking strategies.

Nevertheless, students’ long-term learning goals can improve learners’ desired future L2 performance or ideal L2 self (Dörnyei, 2009). It was also noted in participants’ responses that students’ learning goals and process can lead to new horizons by securing better job opportunities (Almira, Gulmira) which exemplify internalized instrumental motivation (You & Dörnyei, 2016). Therefore, learners have an ideal “ought-to” self and enjoy the learning process of EPT in order to enhance their communicative skills, gain confidence and secure international job opportunities.

The advantages and disadvantages of attending EPT were revealed through students’ evaluations of their EPT experiences. On the one hand, the findings align with previous studies on EPT by highlighting its ‘tangible benefits’ represented by passing international tests such as IELTS, SAT and passing UNT and getting the desired score. Furthermore, personalized instruction and teaching methods were effective in revealing both strengths and weaknesses, allowing for a targeted approach towards improving specific skills. Additionally, many respondents valued ‘intangible benefits’ such as boosting their confidence in the academic learning process, improving self-esteem in socializing, and getting international internship opportunities.

On the other hand, despite those benefits, students expressed disadvantages of EPT. Unfortunately, policymakers in Kazakhstan have not issued regulations or guidelines for the PT market (Hajar & Karakus, 2023). Even though students had a positive outlook towards receiving EPT, considering it as an investment for their future rather than a financial burden, the hourly fee of EPT lessons can be a significant expense for many families. Also, the consumer and supplier relationship between students and private tutors can negatively impact the effectiveness of the learning process. Therefore, this can lead to frequent changing of tutors.

### **Strengths and Limitations of the Study**

As notes in Chapter 1, all previous studies that explored shadow education in Kazakhstan focused on students' private tutoring experience including core subjects Math, History, Science and English. In this sense, the nature of EPT itself and students' voices of their EPT learning experiences in Kazakhstan were not captured in previous studies in detail. Therefore, this study was undertaken to bridge the gap by solely focusing on EPT as experienced by the first-year students of a highly selective university in Kazakhstan over the 12 months prior to university enrollment. With this in mind, the major findings of the study highlighted the significance of EPT for university applicants as a means of enhancing their English language proficiency and improving their chances of academic success. The study's focus on university applicants studying at one of the top EMI universities in Kazakhstan also serves as a strength, as it provides a unique and specific perspective on the significance of EPT for this particular group of students. The findings from this study can therefore be highly relevant and applicable since it allows for a more in-depth understanding of the experiences and perspectives of university applicants. Further, the study employed more than one research

method to validate the results of this study and gain in-depth and rich data about the participants' experiences of the phenomenon under investigation i.e., their EPT participation.

Despite the strengths of the current study, it is essential to consider the limitations which can be addressed in further research. The present study cannot be generalized since it was only focused on a sample of first-year students at one research site, a highly selective EMI university in Astana, the capital of Kazakhstan. Moreover, the small sample size was not enough for achieving miscellaneous data; thus, the participants were only from Math and Engineering majors. The participation rate in EPT might appear to be higher among the applicants to this university due to the high demands of the university and competition levels.

Another limitation of the study is that it was only focused on students' perspectives. The evaluation of EPT could be enhanced by understanding the perspective of parents, English language teachers and tutors towards the phenomenon of EPT as experienced by Grade 11 students in Kazakhstan, which in turn can provide a holistic picture of the EPT phenomenon in Kazakhstan. Notably, this study attempted to reveal the nature, effectiveness and implications of EPT as received by students only due to the constraints of time for data collection. As revealed in this study, EPT played a pivotal role among university applicants and had a positive impact on their future selves.

### **Implications of This Research Study**

The following suggestions for further research are offered in considering the results of this study and the limitations mentioned above.

First, the limited number of participants in this study restricts the ability to fully comprehend the characteristics and determinants of EPT. Therefore, quantitative research, which can bridge the gaps and produce more trustworthy outcomes, could be carried out by surveying a larger sample of private tutoring users. Moreover, expanding the sample size by

involving students from other universities in other parts of Kazakhstan would be beneficial, as this study's main emphasis was on one EMI university in Astana, the capital of Kazakhstan.

Second, government agencies should take a closer look at the EPT sector and consider implementing regulations to ensure that students have access to quality education. They could introduce measures such as minimum requirements for tutors, standardized curricula, and teacher certification requirements to ensure that students receive a high standard of tutoring. For instance, Bray and Hajar (2022) in their paper mentioned that in Saudi Arabia teachers in both public and private schools are allowed to provide private tutoring if it is done through school-supervised educational centers. Other types of private tutoring sessions by teachers is prohibited.

Additionally, policymakers could consider regulating the prices of private tutoring to prevent exorbitant fees from being charged. By implementing such policies, policymakers can ensure that quality education could be provided to all students without considering their socio-economic status.

The researcher of this empirical study believes that the study has attempted to present significant contributions in comprehending the factors and nature that drive students and parents to seek EPT. The outcomes of the study hold significance for students and parents in terms of assuring that EPT can be an investment for their children's future, and the administration of institutions. Furthermore, this study can be a foundation for future research on EPT at other universities, private sectors in other cities of Kazakhstan.

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## Appendix A

### Survey Questions

Please choose the options below or write the most suitable answers for you.

1. Your gender

Male

Female

2. Your nationality

\_\_\_\_\_

3. What region (city, town, village) are you from?

\_\_\_\_\_

4. Have you ever received English private tutoring (EPT) in the past two years?

a) Yes

b) No

5. For what period of time you received English private tutoring that you received?

a) less than 5 months

b) 6- 12 months

c) 1-2 years

d) 3-4 years

e) more than 4 years

6. If you received English private tutoring, then which of the following types of private tutoring? (can tick more than one)

Individual face-to-face tutoring

Individual online tutoring (e.g. Zoom, Google Meet, WhatsApp, Skype)

Small group (2-10 people) face-to-face tutoring

Small group (2-10 people) online tutoring

Lecture style (> 10 people) online tutoring

Lecture style (> 10 people) face-to-face tutoring

Other (please specify) \_\_\_\_\_

7. In which of the following have you taken (you can tick more than one)?

General English

IELTS

TOEFL

NYFYP

UNT

Other (please specify) \_\_\_\_\_

8. How many times per week did you use to visit English private tutoring (tutoring intensity)?

a) every day

b) once a week

c) twice a week

d) 3 times a week

e) 4 times a week

9. How much did English private tutoring cost on average per month?

a) 30.000 tenge or less

b) 31.000-50.000 tenge

c) 51.000-80.000 tenge

d) 81.000-100.000 tenge

e) More than 100.000 tenge

10. To what extent do you agree that “English private tutoring was a financial burden to you and your family”?

- a) Strongly disagree
- b) Disagree
- c) Neither agree nor disagree
- d) Agree
- e) Strongly agree

1. What type of English language tutor did you use? (Please, tick ONE)

- a) My class teacher
- b) Another teacher from my school
- c) Teacher from another school
- d) Tutor from a tutoring center
- e) Lecturer or professor of a higher education institution
- f) Independent tutor (a tutor who does not work for the specific company e.g. student-tutor, peer-tutor)

Others. Please specify. \_\_\_\_\_

12. Where did you get the information about English tutoring and/or tutoring courses for this tutor?

- a) My family and relatives
- b) Friends and classmates
- c) Teachers in my school
- d) Advertisement on media such as Instagram

Others. Please, specify. \_\_\_\_\_

13. To what extent do you agree that English private tutoring has improved your ... (tick ONE in each section)

- a. examination grades/marks

Strongly disagree    Disagree    Neither agree, nor disagree    Agree

Strongly agree

b. better understanding of English language

Strongly disagree    Disagree    Neither agree, nor disagree    Agree    Strongly agree

c. readiness for examinations

Strongly disagree    Disagree    Neither agree, nor disagree    Agree    Strongly agree

d. confidence in your academic performance

Strongly disagree    Disagree    Neither agree, nor disagree    Agree    Strongly agree

e. confidence in your daily life performance

Strongly disagree    Disagree    Neither agree, nor disagree    Agree    Strongly agree

Thank you for your participation! If you are willing to take part in a follow-up interview, please write your email address and mobile phone number. Thank you!

Your email address \_\_\_\_\_

Your mobile phone number \_\_\_\_\_

## **Appendix B**

### Interview Questions

- 1) Can you share when you started taking English private lessons?
- 2) What were your motives and reasons for participating in EPT?
- 3) For how long have you had EPT before applying for NU?
- 4) Did you like the EPT? Were they useful for you? How?
- 5) How would you compare EPT to English lessons at school?
- 6) How would you evaluate your English language skills before and after taking EPT?
- 7) What do you think about the costs of EPT in Kazakhstan?
- 8) Do you think EPT is effective? How?
- 9) Did EPT influence your university enrollment?
- 10) What do you think about the impact of EPT in Kazakhstan?
- 11) What kind of regulations would you like to apply for EPT?

## Appendix C

### Interview Coding Example (Excerpt)

Zhibek Shymbay 0:00

Nice to meet you. So are you ready to answer questions? All right. The first question is can you share when you started taking English private lessons?

Alem 0:21

I don't remember the exact time. But I think the first time I took these private English lessons was at elementary school. But that wasn't serious. I began to study English seriously at school when I was in 10th grade. I began to go to English courses periodically. But then I stopped. When I was at 11th grade, I started taking English courses again. Because I had to prepare for the university and exams. Okay.

Zhibek Shymbay 1:17

for university exams? What are you taking? Like IELTS courses?

Alem 1:21

Yes, IELTS. In 10th grade, I took a General English course to improve language level.

Zhibek Shymbay 1:33

Okay, then you took IELTS? Yes, yes. What were your motives and reasons for participating in English private tutoring?

Alem 1:45

As a child during this period of my elementary school period, I didn't go to English courses because of my own free will. I think it was more my mother's decision. Because like other children's mothers, she wanted me to study English. Because, you know, she knew that in the future, it would be useful to me, she was worried about my future. I will do it in the future. Now, I even remember that I went to a kindergarten where they taught English also this was because of my mother. But in the 10th grade, the reason that I took additional classes changed, because my performance in this English subject at school worsened and I had to take this (English courses), and I had the reason to take these English courses. And then, in the 11th grade, when the time for exams for entering the university was already approaching, I began to go to Courses in my own free will because I wanted to enter European or at least Nazarbayev University.

Zhibek Shymbay 3:17

You mentioned you went to the kindergarten in English.

Zhibek Shymbay 10:58

Oh, since that I could easily communicate with professors at university in English and with other students even though I think my English isn't very good. When I finished my EPT course, I was thinking: "Oh, I know English 100 %, and I can easily convey my thoughts to another person because before these EPT classes, my English was really bad. I didn't have enough practice, I just thought that I knew but exactly, in reality, I didn't know that things.

Zhibek Shymbay 11:59

So, what do you think about the costs of EPT in Kazakhstan? No, as you know, there are different prices.

Alem 12:09

Yes, yes. I don't know the average cost, but I think that in recent years many educational centers have gone too far with prices when they advertise the product, they use many marketing tools and embellish the product as much as possible. So that people will buy like, when you look at their advertisements using that "oh this course is very nice, very good. when I finish this course, I will have a very good level of English, I will get nine band from IELTS", something like that. but after you purchase this course, you realize that the product isn't worth the money. I don't say that in all cases like this. But I heard from my friends that they had this kind of situation, cases. And I think the pandemic has had a big impact on that. With the pandemic, all courses have been transferred to an online format. And online courses are easier to sell, easier to advertise, and easier to use, like the Skype of Instagram, social media tools, and marketing tools. Consequently, what is written in the course description, in reality, turns out to be something else because online is still an online format.

Zhibek Shymbay 13:45

Yes. My question here is, when you were taking English courses, the cost of the lessons, were they financial burden for your family?

Alem 14:05

I cannot say that because it wasn't expensive, but also it wasn't cheap. It was a little bit higher than the average cost.

Zhibek Shymbay 14:26

But your parents paid for these courses?

Zhibek Shymbay  
12:18 AM Today

The time of recognition of English in his/her life - maybe because of the high-stakes exam in Grade 11

Zhibek Shymbay  
12:18 AM Today

preparation for exams (ought to self)/ hard benefits

Zhibek Shymbay  
Nov 25, 2022

Improving language level before taking IELTS courses

From imported document

Zhibek Shymbay  
12:19 AM Today

Parent's influence.  
"Like other children's mother" (ought to self)

Zhibek Shymbay  
Nov 25, 2022

To improve English language performance.

From imported document

Zhibek Shymbay  
12:25 AM Today

Improving communicative skills

Zhibek Shymbay  
Nov 25, 2022

Unregulated cost for PT centers "many educational centers have gone too far with prices"

From imported document

Zhibek Shymbay  
12:26 AM Today

COVID 19 has led to the increasing spread of online tutoring.

Zhibek Shymbay  
Nov 25, 2022

no financial burden to a family

## **Appendix D**

### Consent Forms

#### **INFORMED CONSENT FORM**

##### **The Nature, Effectiveness and Implications of English Private Tutoring: Voices of First Year Undergraduate Students in Kazakhstan**

You are invited to participate in a research study that investigates the nature of English private tutoring (EPT) by focusing on the experiences of undergraduate students at a highly selected university in Kazakhstan.

This research is undertaken by a master's student from Nazarbayev University Graduate School of Education, Zhibek Shymbay.

Several steps will be taken to complete the questionnaire process. Firstly, you will be asked to complete the survey on your experience receiving English private tutoring. Secondly, if you are willing to participate in further investigation, you will be invited to a face-to-face interview. The interview will be recorded with your permission since the researcher will use the transcripts of the recordings in further detailed analysis. In case you do not wish to be recorded, I can take notes while you answer the questions.

Your participation in this study is voluntary. Although questions are not intended to be of a sensitive nature, if at any point you do not wish to answer a question, you may decline to respond. If you wish to withdraw from the project, you may do so at any time and all the information (tapes, notes) will be deleted.

You will be asked to take a survey consisting of 13 questions that will take approximately 10 min. Subsequently, you will be offered to participate in an interview which will require about 45 min maximum. Your participation in the interview process is voluntary.

There are minimal risks associated with participation in the study. To protect you from the possible risks, I intend to take every necessary step to ensure your confidentiality. I will use a pseudonym instead of your name and instead of the name of the institution on the interview transcript and will keep the transcripts and the file linking the pseudonyms with actual names in a password-protected location on the Google Drive folder storage for three years and will be available only for the researcher's supervisor.

I will remove any identifying information from the final version of research, so that your identity is not revealed and will remove all password-protected files after completing the study. No tangible compensation will be given for you. You will receive no direct benefits from participating in this research study. As a researcher, I seek to find new insights and essential information to contribute

to the EPT phenomenon in terms of Kazakhstani context. Only few studies were previously conducted about EPT in Kazakhstan; hence the given study will provide you an opportunity to share your opinions and voices on local EPT, which further will be used by other educational stakeholders to enhance their ideas and initiatives concerning EPT. Therefore, your participation and contribution will play a significant role in the evolvement of EPT research in Kazakhstan. If you have questions or want a copy or summary of this study's results, you can contact me at the email address or telephone provided below. The results of the study might also be used to write a scholarly article, prepare a conference presentation and for other written reports.

**CONTACT INFORMATION:**

Zhibek Shymbay, Master's student

Graduate School of Education, Nazarbayev University, Nur-Sultan, Kazakhstan.

Email: [zhibek.shymbay@nu.edu.kz](mailto:zhibek.shymbay@nu.edu.kz)

Tel: +7-747-734-08-51

Supervisor

Dr. Anas Hajar

Email: [anas.hajar@nu.edu.kz](mailto:anas.hajar@nu.edu.kz)

*Independent Contact:* If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the Nazarbayev University Institutional Research Ethics Committee at [resethics@nu.edu.kz](mailto:resethics@nu.edu.kz).

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I confirm that I am 18 or I am elder that 18;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researcher and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.
- I have been informed regarding an audio-recorded interview.

Participant

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Researcher

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Заявление о согласии: Принимая участие в этом опросе, вы дали свое согласие на участие в данном исследовании**

Вы приглашены принять участие в исследовании, посвященном изучению природы частного репетиторства по английскому языку с упором на опыт студентов бакалавриата в выбранном университете Казахстана.

Вам будет предложено пройти опрос, состоящий из 15 вопросов, который займет примерно 5-7 минут. Ваше участие в этом исследовании является добровольным. Вопросы не носят деликатного характера. Вы имеете право отказаться отвечать на определенные вопросы.. Если вы хотите выйти из проекта, вы можете сделать это в любое время.

**Форма информированного согласия**

**Природа, эффективность и последствия частного репетиторства по английскому языку: мнения студентов-первокурсников в Казахстане**

Вы приглашены принять участие в исследовании, посвященном изучению природы частного репетиторства по английскому языку с упором на опыт студентов бакалавриата в выбранном университете Казахстана.

Данное исследование проводит магистрант Высшей школы образования Назарбаев Университета Жибек Шымбай.

Для заполнения анкеты будет предпринято несколько шагов. Во-первых, вам будет предложено заполнить анкету о вашем опыте получения частного репетиторства по английскому языку. Во-вторых, если вы согласны участвовать в дальнейшем исследовании, вас пригласят на интервью. Интервью будет записано с вашего разрешения, поскольку исследователь будет использовать для дальнейшего детального анализа. Если вы не хотите, чтобы вас записывали, я могу делать записи, пока вы отвечаете на вопросы.

Ваше участие в этом исследовании является добровольным. Вопросы не носят деликатного характера. Вы имеете право отказаться отвечать на определенные вопросы.. Если вы хотите выйти из проекта, вы можете сделать это в любое время, и вся информация (записи, заметки) будет удалена.

Вам будет предложено пройти опрос, состоящий из 14 вопросов, который займет примерно 10 минут. Впоследствии вам будет предложено принять участие в интервью,

которое займет максимум около 45 минут. Ваше участие в процессе интервью является добровольным.

Существуют минимальные риски, связанные с участием в данном исследовании. Чтобы защитить вас от возможных рисков, я намерен предпринять все необходимые шаги для обеспечения вашей конфиденциальности. Я буду использовать псевдоним вместо вашего настоящего имени и вместо имени учреждения в транскриптах и буду хранить транскрипты и файл, связывающий псевдонимы с настоящими именами в Google диске, защищенном паролем и будет доступен только исследователю и его научному руководителю.

Я удалю любую идентифицирующую информацию из окончательной версии исследования, чтобы ваша личность не была раскрыта, и удалю все файлы, защищенные паролем, после завершения исследования. Никаких материальных компенсаций вам не дадут. Вы не получите прямой выгоды от участия в этом исследовании. Как исследователь, я стремлюсь найти новые идеи и важную информацию, чтобы внести свой вклад в феномен теневого образования по английскому языку с точки зрения казахстанского контекста. Ранее было проведено лишь несколько исследований частного репетиторства по английскому языку в Казахстане; следовательно, данное исследование предоставит вам возможность поделиться своим мнением и мнением о местном репетиторстве по английскому языку, которое в дальнейшем будет использоваться другими заинтересованными сторонами в сфере образования для расширения своих идей и инициатив, касающихся частного репетиторства по английскому языку. Таким образом, ваше участие и вклад сыграют значительную роль в развитии исследований частного репетиторства английского языка в Казахстане..

Если у вас есть вопросы или вы хотите получить копию или краткое изложение результатов этого исследования, вы можете связаться со мной по адресу электронной почты или телефону, указанному ниже. Результаты исследования также могут быть использованы для написания научной статьи, подготовки презентации на конференции и других письменных отчетов.

### **Контактные данные:**

Если у вас есть вопросы или вы хотите ознакомиться с результатами этого исследования, вы можете связаться с исследователем по телефону или почте, указанным ниже:

Шымбай Жибек, Магистрант

Высшей школы образования Назарбаев университета

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*Независимый контакт:* Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо претензии, жалобы или вопросы, Вы можете связаться с Комитетом по этике исследований Назарбаев Университета по почте: [resethics@nu.edu.kz](mailto:resethics@nu.edu.kz).

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.

- Я внимательно изучил представленную информацию;
- Я подтверждаю, что мне 18 лет или более
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследовательская группа;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.
- Меня проинформировали о аудиозаписи интервью.

Подпись: \_\_\_\_\_

Дата: \_\_\_\_\_

Исследователь

Подпись: \_\_\_\_\_

Дата: \_\_\_\_\_

## Ақпараттық келісім нысаны

### Ағылшын тілінен жеке оқытудың табиғаты, тиімділігі және салдары: Қазақстандағы бірінші курс студенттерінің пікірлері

Сізді Қазақстанның таңдалған университеттеріндегі бакалавриат студенттерінің тәжірибесіне назар аударуға отырып, жеке ағылшын тілінен сабақ берудің табиғатын зерттейтін зерттеуге қатысуға шақырамыз.

Бұл зерттеуді Назарбаев Университеті Жоғары білім мектебінің магистранты Жібек Шымбай жүргізуде.

Сауалнаманы толтыру үшін бірнеше қадамдар жасалады. Біріншіден, сізден жеке ағылшын тілін оқытудағы тәжірибеңіз туралы сауалнаманы толтыру сұралады. Екіншіден, егер сіз ары қарай зерттеуге қатысуға келісесіз, сізге сұхбатқа қатысуды ұсынамын. Сұхбат сіздің рұқсатыңызбен аудио-таспаға жазылады, өйткені зерттеуші оны әрі қарай егжей-тегжейлі талдау үшін пайдаланады. Сұхбат жазылғанын қаламасаңыз, сіз сұрақтарға жауап берген кезде мен ескертпелер жазып аламын.

Сіздің осы зерттеуге қатысуыңыз ерікті. Сұрақтар сезімтал емес. Белгілі бір сұрақтарға жауап беруден бас тартуға құқығыңыз бар. Кез келген уақытта жобаға қатысудан бас тарта аласыз және барлық ақпарат (жазбалар, ескертпелер) жойылады.

Сізден шамамен 10 минутты алатын 14 сұрақтан тұратын сауалнаманы толтыру сұралады. Содан кейін сізден сұхбатқа қатысу сұралады, ол шамамен 45 минутты алады. Сіздің сұхбат процесіне қатысуыңыз ерікті.

Бұл зерттеуге қатысуға байланысты ең аз тәуекелдер бар. Сізді ықтимал қауіптерден қорғау үшін мен сіздің жеке өміріңізді қамтамасыз ету үшін барлық қажетті қадамдарды жасауға ниеттімін. Мен транскрипттерде сіздің шын атыңыздың орнына және мекеме атауының орнына бүркеншік есімді қолданамын және транскрипттерді және бүркеншік аттарды нақты аттармен байланыстыратын файлды құпия сөзбен қорғалған Google дискісінде сақтаймын және тек зерттеуші мен зерттеуші жетекшісіне ғана қолжетімді болады.

Мен сіздің жеке ақпараттарды көрсетпеу үшін зерттеудің соңғы нұсқасынан кез келген сәйкестендіретін ақпаратты алып тастаймын және зерттеу аяқталғаннан кейін құпия сөзбен қорғалған барлық файлдарды жоямын. Сізге ешқандай қаржылай өтемақы берілмейді. Бұл зерттеуге қатысу сізге тікелей пайда әкелмейді. Мен зерттеуші ретінде ағылшын тіліндегі көлеңкелі білім феноменіне қазақстандық контекст тұрғысынан өз үлесімді қосу үшін жаңа идеялар мен маңызды ақпаратты табуға ұмтыламын. Бұған дейін Қазақстанда жеке ағылшын тілінің репетиторлығы туралы бірнеше зерттеулер ғана болған; сондықтан, бұл зерттеу сізге жергілікті ағылшын тілінен репетиторлық туралы өз көзқарастарымен және пікірлерімен бөлісу мүмкіндігін береді, оны білім беру секторындағы басқа мүдделі тараптар жеке ағылшын тілін оқытуға қатысты өз идеялары мен бастамаларын кеңейту үшін одан әрі пайдаланады. Осылайша сіздердің қатысуларыңыз бен үлестеріңіз Қазақстанда жеке ағылшын тілі бойынша репетиторлық зерттеулерді дамытуда маңызды рөл атқарады.

Сұрақтарыңыз болса немесе осы зерттеу нәтижелерінің көшірмесін немесе қысқаша мазмұнын алғыңыз келсе, төмендегі электрондық пошта мекенжайы немесе телефон нөмірі бойынша маған хабарласыңыз. Зерттеу нәтижелерін ғылыми мақала жазу, конференция презентациясын және басқа жазбаша баяндамаларды дайындау үшін де пайдалануға болады

## Байланыс мәліметтері:

Сұрақтарыңыз болса немесе осы зерттеудің нәтижелерін көргіңіз келсе, бас зерттеушіге хабарласа аласыз:

Зерттеуші Шымбай Жібек,

Магистрант

Жоғары білім беру мектебі,

Назарбаев Университеті

[zhibek.shymbay@nu.edu.kz](mailto:zhibek.shymbay@nu.edu.kz)

Тел: + 7-747-734-08-51

Жетекші

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Тәуелсіз байланыс: Егер сіз осы зерттеуге қанағаттанбасаңыз немесе сұрақтарыңыз болса, Назарбаев Университетінің этикалық ғылыми-зерттеу комитетіне [resethics@nu.edu.kz](mailto:resethics@nu.edu.kz).

электрондық поштасы арқылы байланысуға болады.

Зерттеуге қатысуға келіссеңіз, осы қағазға қол қойыңыз.

- Берілген ақпараттарды мұқият зерттедім;
- Мен 18 жастамын, немесе 18ден үлкенмін;
- Зерттеудің мақсаты және тәртібі туралы толық ақпарат берілді;
- Жиналған деректер қалай пайдаланылатындығын және жеке ақпаратым туралы зерттеуші топтың ғана қол жететінің түсінемін;
- Мен осы зерттеуге қатысудан бас тартуға құқығым бар екенін түсінемін;
- Жоғарыда айтылғандар мәліметтер туралы толық хабардар болып мен өзімнің еркімен зерттеуге қатысуға келісемін.
- Маған сұхбаттың аудиожазбасы туралы хабарланды.

Қол: \_\_\_\_\_

Күн: \_\_\_\_\_

Зерттеуші:

Қол: \_\_\_\_\_

Күн: \_\_\_\_\_

