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**Teachers' Perception of Private Tutoring as a Means to
Improve Primary Third-Year Pupils' Vocabulary
Acquisition in Selected Private Tutoring Centers in The
Town of Tizi Ouzou**

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Dedication

I dedicate this humble work to:

My beloved parents, Abdellah and Faiza. Words cannot describe the unconditional love and gratitude that I have towards them.

My wonderful brothers, Abdelhadi and Salah Eddine.

My amazing sister Lila.

My adorable nephews and nieces.

All my awesome other family members and friends.

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Abstract

The overall aim of this research is to investigate EFL teachers' perception of private tutoring sessions they provide for EFL primary third-year pupils. The current study also seeks to determine the techniques that the teachers concerned employ to enhance their learners' vocabulary acquisition. Moreover, it aims to observe learners' attitudes towards vocabulary learning through private tutoring sessions. The theoretical framework of this research is based on Vygotsky's Zone of Proximal Development. To achieve this work, four (4) classroom observations have been conducted in three private tutoring centers situated in the town of Tizi Ouzou; and three (3) teachers have been interviewed. This study adopts the mixed methods approach which combines both qualitative and quantitative methods for data collection and analysis. Descriptive Statistical Analysis was used to analyse the data obtained from the classroom observations while Qualitative Content Analysis (CQA) was relied on to interpret the data gathered from the teachers' interview. The conclusion drawn from the results of this study is that teachers believe that private tutoring allows learners with language learning difficulties to improve their vocabulary acquisition in a personalized instruction that can meet their individual needs. It also confirms that teachers in selected private tutoring centers use different vocabulary techniques that enhance language learning. Moreover, the results reveal that learners show positive attitudes as they are engaged and motivated to learn new words.

Key terms: EFL Primary Third Year Pupils, EFL Teachers, Private Tutoring, Vocabulary Acquisition, Vocabulary Teaching Techniques, ZPD.

List of Abbreviations

EFL: English as a Foreign Language

MKO: More Knowledgeable Other

QCA: Qualitative Content Analysis

ZPD: Zone of Proximal Development

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General Introduction

Statement of the Problem

Vocabulary is crucial to language learning as it is the most important step to language acquisition. It is the core or heart of language (Lewis, 1993). Without sufficient vocabulary, learners are unable to communicate effectively and express their own ideas. In EFL classes, vocabulary learning is necessary for learners in acquiring knowledge and using English effectively. Schmitt (2000, p.55) concedes that “lexical knowledge is central to communicative competence and to the acquisition of a second language”. Oxford (1990, p.39) also acknowledges that vocabulary is “by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one’s mother tongue because of tens of thousands of different meanings”. In other words, vocabulary plays a vital role in EFL classes because it enables language mastery.

In the last few decades, the globalization of English as a worldwide language is a phenomenon that has rapidly spread. English has emerged as the prominent lingua franca all over the world, including Algeria. In 2022, the Algerian educational system integrated English in primary schools, starting with the third-year pupils. By the beginning of the 2022/2023 academic year, primary third-year pupils began to learn English as a foreign language along with French. By the start of the academic year of 2023/2024, English as foreign language (EFL) was introduced to fourth-year pupils. Despite the benefits that this initiative may bring to our country (Baghoussi& El Ouchdi, 2019), some argue that it can be challenging for primary school learners to acquire English as a foreign language. A research entitled “Theorized Vocabulary Teaching: An Analysis of the Teachers’ Views and Practices in Primary Schools in Tizi Ouzou” conducted by Ms. Thiziri Djouaher (2023, p1) in the department of English, at Mouloud Mammeri University of Tizi Ouzou, states that “being exposed to different languages simultaneously at a young age can be confusing if not

presented appropriately”. Therefore, vocabulary is the most important component to rely on when teaching English as a foreign language. However, many teachers are unsure about the best practice in vocabulary teaching and at times they are unaware where to begin to form an instruction on word learning (Berne & Blachowicz,2008) which can also be a factor in the learner's language barrier. As a result, Algerian parents rely on private supplementary tutoring to improve their children’s vocabulary and language acquisition.

Tutoring can be considered as one of the oldest teaching methods. In ancient Greece, in the time of Socrates (470-399 BC) and Plato (428-348 BC), teachers were hired as private tutors by the wealthy in order to teach their children individually or in small groups (Szuba, 2020). Tutoring refers to a form of academic support provided to individuals to help them enhance their understanding of a particular subject, develop specific skills, or improve their academic performance. Tutoring sessions can be provided by an expert teacher, a knowledgeable individual or even a peer, which can take place in various settings, including schools, colleges, private tutoring centers, or online platforms. The goal of tutoring is to provide additional support to learners who may need supplementary help outside of regular classrooms instruction. Tutors may focus on addressing specific challenges and fostering a more comprehensive understanding of the subject matter. In earlier decades, private tutoring was mostly popular in Asian countries like South Korea and Japan then it has rapidly spread all over the world including North America, Europe and Africa (Bray, 1999; Foondun, 2002; Bray & Kwok, 2003; Paviot *et al.* 2008). According to a research entitled “Private Tutoring and Public Schools in Algeria” that was conducted in 2018 by Dr. Nadia Ghounane, tutoring has become a phenomenon in the third world countries, including Algeria. These supplementary private sessions have increased among learners due their academic inadequacies. The same research reports that 86.25% of pupils do not only rely on public education but receive private tutoring lessons as well due to the overcrowded classrooms and

poor teaching in public schools. It also indicates that most parents and learners show positive attitudes towards private tutoring.

As it is mentioned previously, private tutoring represents a significant trend in our country's educational landscape where private tutoring centers have become increasingly popular. Algerian students and their families often turn to private tutoring to seek the demands of rigorous academic curricula, especially during exam periods. Private tutoring centers usually respond to the needs of concerned parents, who typically want their children to succeed in the school regular system but are aware that schools cannot provide adequate support for this (Gupta, 2020).

A large body of research was conducted on private supplementary tutoring and vocabulary teaching. However, during my investigation I noticed that no prior study has been done on the impact of private tutoring on Elementary EFL learners' vocabulary acquisition. For this reason, this lack of study increases my interest to investigate the issue and shed light on EFL teachers' perceptions on private tutoring as a means to improve EFL primary school learners' vocabulary acquisition and their practices of vocabulary teaching in the classroom.

Aims and Significance of the Study

The overall aim of this study is to investigate the role of tutoring sessions in improving primary school EFL learners' vocabulary acquisition in three (3) selected private tutoring centers “Butterfly Learning Center”, “Coup de Pouce Avenir” and “ACHFive” in the town of Tizi Ouzou. The work is focused on three objectives. First, it aims to investigate the teachers' perception of private tutoring as a means to improve primary third-year pupils' vocabulary acquisition. Second, it seeks to determine the techniques used by teachers to present new

vocabulary items to their EFL pupils. Third, it aims to observe the learners' feedback and attitudes towards vocabulary learning through these tutoring sessions.

This research is significant because of its originality which lies in the fact that no research has been conducted on the issue at the level of the department of English at the university of Mouloud Mammeri. The research is also significant because of its potential benefit that it may add to previous studies in the field of vocabulary learning and private tutoring. Researchers can gain valuable insights into the importance of private tutoring in improving primary school pupils' vocabulary acquisition. Teachers can also be updated with the tools that are used to teach vocabulary outside of traditional classrooms.

Research Questions and Hypotheses

Q1: What are the perceptions of EFL teachers on tutoring sessions they provide for primary third-year pupils in the selected private tutoring centers?

Q2: What are the teachers' techniques of vocabulary teaching in selected private tutoring centers?

Q3: What are the pupils' attitudes towards vocabulary learning through private tutoring lessons?

To answer these questions, three hypotheses are advanced:

H1: Teachers believe that tutoring lessons help children improve their language skills and academic achievement.

H2: Teachers employ different techniques to teach vocabulary

H3: Pupils have a positive attitude, they are motivated and curious to learn new words.

Research Techniques and Methodology

This research relies on the mixed methods approach combining both quantitative and qualitative methods for data collection and data analysis. In order to obtain the necessary information, two main instruments are used; namely an interview and classroom observation. The research data are gathered from three (3) EFL teachers at three (3) selected private tutoring centers in the town of Tizi Ouzou. The interview is designed for the teachers concerned as it aims to investigate their perception of private tutoring sessions as a means to improve primary third-year pupils' vocabulary acquisition and determine their practices of vocabulary teaching. A checklist is designed for classroom observation that is conducted to gain reliable data on the teachers' techniques to teach vocabulary and investigate the pupils' attitudes and feedback towards vocabulary learning through private tutoring.

The Structure of the Dissertation

The present study follows the simple traditional model. It is divided into a "General Introduction", four chapters and a "General Conclusion". Each chapter consists of an introduction, a body and a conclusion. The General Introduction is devoted to the background of the research making claims and listing the aims, research questions and hypotheses. The first chapter "Literature Review" elaborates on the theoretical framework. It provides different definitions and key concepts related to this research. The second chapter entitled "Research Design" presents the procedure of data collection and data analysis. The third chapter is "Presentation of the findings", it shows the results of the data that are gathered from the two research tools. The fourth chapter, "Discussion of the Findings" explains the findings presented in the previous chapter in order to find appropriate answers to the research questions. Lastly, the "General Conclusion" is a summary of the main points developed

throughout the dissertation in which the research questions are answered and suggestions are provided for further research in the field of private tutoring.

Literature Review

Introduction

This chapter is devoted to introduce the significant literature and to discuss the main concepts related to this current research. It consists of four sections; the first one focuses on private tutoring, its types, its status as a global phenomenon and its demand as well as its impact on academic achievement. The second section deals with the definition of vocabulary, its types, its importance in language learning, the process of its acquisition and the suggested techniques of its teaching. The third introduces the definition and the importance of perception. The last section presents the theoretical framework of the research study which is based on Vygotsky's Zone of Proximal Development (ZPD).

1. Private Tutoring

As it is mentioned in the General Introduction, private tutoring has rapidly spread all over the world including Algeria. This section provides some details about this phenomenon starting with its definition that is presented down below.

1.1. Definition of Private Supplementary Tutoring

Tutoring is defined by the Collins dictionary as remedial or additional teaching designed to help people who need extra help with their studies. According to some previous research (Bray, 2014; Bregvadze, 2012; Silova, 2010) the definition of private supplementary tutoring involves three main aspects. Firstly, the term "private" indicates that tutoring is paid for rather than being free of charge. Secondly, "supplementary" refers to additional sessions provided to students outside of their regular school hours that can be held either at home or in tutoring centers. Lastly, tutoring primarily focuses on academic subjects aligned with the mainstream curriculum such as languages and mathematics.

Private tutoring is also known as shadow education; this term was firstly used by Marimuthu et al. (1991) then by many other scholars and researchers (e.g., Bray, 1999; Bray

2007; Buchmann et al., 2010; Stevenson & Baker, 1992) to refer to private supplementary academic support provided beyond schooling hours. The metaphor of a shadow is in fact applied because private supplementary tutoring only exists because the mainstream education exists (Bray, 2007).

1.2. Types of Private Tutoring

Private tutoring can be divided into three main types, namely one-on-one tutoring, group tutoring and online tutoring.

1.2.1 One-on-One Tutoring

One-on-one tutoring refers to a personalized form of instruction where a single student is provided with individualized guidance and attention from a tutor which can be set face to face in their home or in a tutoring center (Bray, 2007). Harris and Silva (1993) argue that this form of tutoring is suitable for EFL learners, as it mainly focuses on a particular learner's language challenges by addressing their specific needs, concerns, and questions. In addition to meeting individual needs, this type of tutoring can build a supportive relationship between the teacher and learner which can lead to motivation and engagement in the learning process. However, it is argued that one-on-one or individual tutoring often requires a higher financial investment compared to other tutoring forms due to its individualized aspect (Bray, 2007). Therefore, this can limit its accessibility due to economic factors.

1.2.2. Group Tutoring

Group tutoring involves a small or large group of learners receiving guidance and support within a collective setting by a tutor who works with them simultaneously. Group tutoring can take place in various settings; tutoring centers, classrooms and even amphitheaters with larger groups or as it called mass tutoring which is more common in Hong Kong and South

Korea (Guill and Bos, 2014) However, in large or mass group settings; learners can get lost in the crowd losing interest or focus, therefore; small group tutoring can be more beneficial as it allows them to be more engaged and concentrated (Nickow et al., 2020). This type of instruction is more affordable than the one-on-one type of tutoring as it mimics the traditional classroom environment and is now common among Algerian families.

1.2.3 Online Tutoring

Due to the rapid evolution of technology, tutoring via the Internet has become more important in recent years (Ventura & Jang, 2010). Many tutoring programs and platforms were developed to pupils allowing them to receive targeted assistance in different school subjects. In person tutoring has proven to be effective on learning at a reasonable expense (Nickow et al., 2020). During the COVID19 lockdown in particular, when education was disrupted all over the world (Azevedo et al., 2022) online tutoring was much more needed and was more useful to families from different backgrounds, as they were able to access it from the comfort of their own homes. Online tutoring platforms can reach pupils at lower costs and can be accessible to any pupil with an internet connection (Gortazar et al., 2023).

1.3 Private Tutoring as a Worldwide Phenomenon

The geographic spread of private tutoring has shown its importance in many countries around the world especially in Asia, Africa, Eastern Europe and Latin America (Bray, 2007) which is more common amongst students at the secondary level. Many terms are applied to refer to private tutoring; *out of school classes* (Entrich, 2014) *extra lessons* (Stewart, 2016), *bespoke education* (Davis, 2013), *cram schools* (Chen & Lu, 2009) and *Private Tuition* which is commonly used in some English-Speaking countries rather than private tutoring (Bray, 2007).

Tutoring centers are the most common places where out of school sessions are held. *Hagwon* in South Korea and *Juku* in Japan are a good example of this matter which are for-profit schools that provide supplementary instruction to pupils aiming to improve their academic performances (Sorensen, 2019) these centers are well known amongst south Korean and Japanese families. Algeria, being a multilingual country where French and Arabic are the official languages in the educational administrations, *cours de soutien* and دروس الدعم are terms that are used to refer to private tutoring which literally translates to support lessons. Many private tutoring centers or schools across the country are to the service of the concerned parents who want the best academic results for their children, offering additional support in different school subjects. These sessions are mainly provided on week-ends, on Tuesday afternoons when school hours are over, or even during summer holidays.

1.4. Demand of Private Tutoring and its Impact on Academic Achievement

Several research studies investigate the high demand of private tutoring which most of them resulted in concluding that the main reason is academic achievement. A research conducted by Nadia Ghounane (2018) reports that pupils in Algeria are encouraged by their parents to receive private tutoring since it improves their school performance. Furthermore, at the international level, according to the International Online Journal of Educational Sciences study, 84.65% of Ethiopian students who receive private tutoring claim to have excelled in their academic achievement. Mark Bray (2007, p.51) displays in his booklet different reasons from different perspectives behind the demand of private tutoring where he mentioned De Silva's (1994) statement

Sometimes large gaps in students' learning are created due to a number of factors such as student and teacher absence, frequent closure of school, ineffective teaching and negligence on the part of the teacher. It is not every school that can boast a full

complement of specialist teachers in crucial areas like mathematics, science and English. Immature, inexperienced or unqualified teachers handling these subjects may not be able to lead the students to a proper understanding of the sections taught. Effective private tuition may help overcome these gaps or deficiencies in students' learning and build their confidence enabling them to compete with others and experience a happy and pleasant life. (p.51)

In other words, the poor quality of the mainstream school system may be a major factor on the demand of private tutoring.

However, it is concluded in some research studies (eg. Fergany, 1994 as cited in Bray, 2007) that private tutoring has no impact on academic achievement and has also affected the mainstream education; as Hussein (1987, as cited in Bray, 2007; p.52) claims

Tutoring has caused a great lack of interest on the part of students. They have reached the point of thinking that as long as they can pay someone who will show them how to pass their examinations, they do not need to attend school classes except when they are required to do so by school regulations (p.52).

Said differently, pupils rely on private tutoring and neglect the importance of attending school classes. Another disadvantage of private tutoring that Bray (2007) discusses in his booklet, is when in cases of “same class, same teacher” of tutoring may lead to corruption. The teachers in this case accept additional payment from the parents to tutor their children who are already students in their mainstream class; this may affect their teaching quality as they provide better instruction during tutoring sessions while neglecting their job.

Despite some inconveniences of private tutoring, it is proven to be effective on increasing students' confidence, it is claimed by private tutors that pupils with specific needs get lost within their school classroom (Davis, 2013); therefore, individualized instruction to meet their needs is provided through private tuition which can result in the increase of their

self-esteem. Moreover, it is claimed that some parents' goal is their child to have the experience of feeling supported and confident as well as to excel in school performance (Davis,2013).

2. Vocabulary

2.1. Definition of Vocabulary

Various definitions of vocabulary are provided by many experts throughout the years. Hornby (1995) defines vocabulary as the whole words that a person knows or uses when they are referring to a particular subject in a particular language. Ur (1996) states that vocabulary can be defined as the words we teach in a foreign language. In addition, Alqahtani (2015, p.25) says that vocabulary is “*the total number of words that are needed to communicate ideas and express the speakers' meaning*”. This means that vocabulary is an important language aspect that is needed to improve language skills and is essential to communicate effectively. According to Stahl & Nagy (2006), vocabulary is the students' knowledge of word meanings, it is more complex than just individual words; it includes the acquisition, comprehension and use of words. There are some aspects that have to be discussed in vocabulary, including word meaning, extending word use such as idioms, word combination or collocation and the grammar of words which comprises nouns, verbs, adjectives and adverbs (Harmer, 2001).

2.2. Types of Vocabulary

According to Haycraft in Hatch and Brown (1995), there are two types of vocabulary; namely receptive vocabulary and productive vocabulary.

2.2.1. Receptive Vocabulary

Receptive Vocabulary is “*the set of words for which a learner can assign meaning when listening or reading*” (Hiebert and Kamil, 2005, p.3) or as Lehr et al. (2004) state, they are

“words we recognize when we hear and see them” (p.5). These words are recognized and understood by learners when they are used, yet they are more likely to be unfamiliar with; therefore, these words cannot be produced correctly or frequently used (Hiebert and Kamil ,2005). In other words, when learners encounter such words, they try to guess their meaning from context.

When vocabulary is introduced in the classroom, it often emphasizes receptive learning; teachers explain the meaning of words by providing definitions or using them in a sentence and learners are less likely to be asked to spell or pronounce the vocabulary items (Webb, 2005) because they are difficult for them since they are not still part of their lexical knowledge or repertoire.

Vocabulary learning tasks are more likely to be receptive, they often require the learners to assign meaning to the items rather than produce them; such as looking up words in dictionaries or guessing from context (Webb, 2005).

2.2.2. Productive Vocabulary

Productive vocabulary is *“a set of words that an individual use when writing or speaking”* (Hiebert and Kamil, 2005, p.3). These words are often familiar, well-known and commonly used by learners. In other words, it is a group of words that learners understand, pronounce correctly and use constructively when they speak or write (Haycraft in Hatch and Brown, 1995) because they are part of their lexical knowledge. Productive vocabulary is considered as a process of active learning because learners use words to express their thoughts and feelings which can be understood by others (Webb, 2005). Productive learning may include different tasks that allow learners to use the acquired words such as engaging them in conversations or dialogues and asking them to write short stories; these activities enable them

to develop their vocabulary acquisition.

2.3. Importance of Vocabulary

Vocabulary is the first crucial aspect for learning any language whether it is a first or a foreign language. According to Boyd Zimmerman (1997) vocabulary is “*central to language and is of critical importance to the typical language learner*” (p.7), because lack of vocabulary knowledge will result in lack of meaningful communication. In other words, we cannot master a language with a limited vocabulary. Word knowledge is an essential component of communicative competence (Seal, 1991), and it is important for both production and comprehension in a foreign language. For instance, having a wide knowledge of idioms will allow us to master the target language. For example, a friend has a driving test to pass and we tell them "break a leg!" to wish them good luck; if the friend does not understand the meaning behind this idiom, it will confuse them and will create a misunderstanding. Therefore, vocabulary is essential to all language skills including listening, speaking, reading and writing.

A frequently cited quote of Wilkins (1972) emphasizes the importance of vocabulary in language learning as follows “*without grammar very little can be conveyed, without vocabulary nothing can be conveyed*” (p.97). That is to say, while grammar plays an important role in a language as it organizes a set of words into meaningful sentences and conveys the intended meaning effectively, vocabulary is crucial for effective communication as it provides learners with the words and phrases needed to express themselves. A well-developed vocabulary allows learners to articulate a wide range of ideas, from basic concepts to complex thoughts. To put it another way, vocabulary and grammar are both important to language learning as they are interconnected and without them spoken and written language are meaningless. It is also stated by Bellafiore (1968) that “*The larger vocabulary you build up the better able you are to define and refine the expression of the images and ideas*”(p.1). Hence,

vocabulary is undeniably a principle element for language learning.

2.4. Vocabulary Acquisition

As it is mentioned above, individuals express their thoughts and communicate better when they acquire a large amount of vocabulary. According to Nation (2001, as cited in Alizadeh, 2016), vocabulary acquisition involves three processes:

- a. **The process of noticing:** is when a learner detects a word as unfamiliar and identifying it as something they have encountered before in a different context. This recognition helps the learner become acquainted with the new context in which the word appears then is interested to learn them (Alizadeh, 2016). During this stage, the learner might decontextualize the word, meaning they start to detach it from its original context. This decontextualization can happen either consciously or unconsciously in various ways. For example, when a learner listens to songs or reads novels, they might come across words that are less well known to them such as “meticulous”; then, they are able to guess the meaning from the context as it is describing a character who is very careful and precise or they are curious to understand by looking it up in a dictionary.
- b. **The process of retrieval:** refers to the ability to recall and use the words from memory. *“The more frequent the retrieval of a particular item in a learning process, the greater the chances that the item will strike deeper in the learner’s memory.”* (Alizadeh, 2016, p.24). Nation (2001) emphasizes the importance of listening and reading for learners; as they should read or listen to stories more frequently to improve their receptive vocabulary because repetitive exposure to the words helps learners to memorize and understand the meaning of the words they encounter.
- c. **The process of creative (generative) use:** occurs when *“previously met words are*

subsequently met or used in ways that differ from the previous meeting with the word” (Nation, 2001 as cited in Alizadeh,2016, p.24). Said differently, learners are able to use the acquired words creatively in a different context than the one they have encountered them in before. For instance, the learner notices and retrieves the word “amiable” from a speech or a novel then uses it in a conversation to describe a friendly person; this indicates their ability to use the previously met words in a creative way.

Additionally, according to Mayer’s (2009) “Cognitive Theory of Multimedia Learning”, individuals have two independent dual channels that process auditory and visual information. This theory claims that effective learning is resulted from the use of both text and pictures rather than words alone. It is believed by Mayer (2009) that multimedia learning improves young learners’ process of acquiring and understanding complex concepts since it helps them memorize information that can be presented in different audio-visual formats that include pictures, videos, songs through multiple media such as data shows, loudspeakers and TV or computer screen. His theory is often practiced by teachers when teaching vocabulary to young learners as it enhances their acquisition of new words. Mayer’s cognitive theory is based on three assumptions:

- a. The Dual-channel Processing Assumption:** This assumption states that humans possess separate channels for processing visual and auditory information (Mayer 2009). Images are processed through the visual-pictorial channel while spoken words are processed through the auditory verbal channel.
- b. The Limited-Capacity Assumption:** According to Mayer (2009) individuals have a limited ability on the amount of information they can process through both channels at a given moment.
- c. Active processing Assumption:** This assumption suggests that effective learning occurs

when learners engage in processing information rather than passively receiving it; by namely identifying and selecting relevant material, organizing it into visual and/or verbal models, and integrating those new models with prior knowledge (Mayer, 2009).

2.5. Vocabulary Teaching Techniques

As mentioned earlier vocabulary plays an important role in language learning which should be taught from primary level since it improves all language skills that include listening, speaking, reading and writing. Both teachers and learners agree that vocabulary acquisition is a central factor in teaching a language (Walters,2004). It is acknowledged that teachers face problems when the teaching and learning process takes place. The techniques used by teachers depend on some factors, such as content, time availability and its value to the learners (Takač,2008 as cited in Aqahtani, 2015); for these factors, teachers are recommended to employ planned vocabulary presentation as many as possible (Pinter, 2006) to make sure the meaning is well conveyed to their learners.

Many scholars throughout the years suggested the use of different techniques for effective vocabulary teaching (eg. Gairns and Redman, 1986; Nation, 1990; Brewster, Ellis and Girard, 1992). Based on the techniques proposed by the authors, vocabulary teaching in elementary level can be divided into two parts; presentation techniques and practice techniques.

2.5.1 Presentation Techniques

Vocabulary can be presented in two ways; through visual techniques or verbal techniques. Visual techniques can be taught through different tools such as drawings, flashcards and realia. Gairns and Redman (1986) believe that they help learners memorize words. Verbal techniques may include using synonyms and antonyms to explain the meaning of the words and translation which can be helpful for EFL learners particularly. Some of these techniques are explained below:

a. Drawings and Pictures

Using drawings and pictures when teaching vocabulary to young learners can be effective in helping them acquire new words. Altun (2015) states that *“simple drawing can have a strong effect in enabling students to store vocabulary in their minds upon sight of the picturization (visualization) of words”* (p. 91). In other words, drawings help learners especially children to better memorize the presented words. Teachers draw objects on the board since their visual representation allows the learners understand the meaning of words. Pictures are considered as an excellent tool to make the meaning of unknown words clear (Alqahtani, 2015). They can be used to draw the learners’ interest and increase their motivation. Carpenter and Olson (2011) emphasize the use of pictures in vocabulary teaching as according to them, *“these visual aids often promote comprehension better than do descriptions that are purely verbal in nature”* (p.2). Pictures can be presented within different forms; such as sketches, comics, graphs, cartoon and flashcards.

Flashcards are most likely the visual aids that are used the most when teaching vocabulary to young learners. According to Baleghizadeh and Ashoori (2011) *“a flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it”* (p.4). They can also include numbers or letters of the alphabet. This technique helps learners retrieve and memorize information because pictures grab their attention and make them more interested to learn new words. Using flashcards allows teachers introduce new concepts to their learners by engaging them to learn in an entertaining interactive way.

b. Realia

Realia refer to real-life objects or materials that are used by teachers to enhance the learning process. Harmer (2001) emphasizes the importance of introducing real objects in the classroom stating, *“If a teacher wishes to introduce the word ‘ring’ which is worn on finger, it*

is by far easier to show the material to the students instead of devoting time on other techniques” (p.161). Teachers can bring objects such as fruits or vegetables, toys, clothing or even pet animals in order to teach children in a concrete manner, as Alqahtani (2015) states, *“introducing a new word by showing the real object often helps learners to memorize the word through visualization”* (p. 27). Furthermore, realia can make learning more entertaining and cheerful as children use their senses and are involved in what is being introduced and taught.

c. Definition and Explanation

It involves the teacher providing definitions to explain a given word. This allows learners to be more active in the learning process since they are more likely to engage in mental efforts in order to comprehend the meaning of a word (Thornbury, 2002). In elementary levels teachers use contrast to explain the meaning of words because *“some words are easily explained to learners when contrasting it with its opposite”* (Alqahtani,2015, p.27). However, contrasting words can be impossible in some situations. Alqahtani (2015) gives an example of colours, which cannot be contrasted; he furthermore explains that the word contrast in this situation means to show a difference. Explanation of the words can also be done by using synonyms, as many research studies find it to be helpful for learners to acquire similar words of what is already learnt (Alqahtani,2015).

d. Translation

Translation occurs when teachers use the native language to explain the meaning of words to their EFL learners. Many authors argue that this technique does not motivate learners to think about word meaning (e.g. Cameron,2001; Thornbury,2002), and it can lead to the failure of the target language as it is *“a case of ‘no pain, no gain’”* (Thornbury, 2002, p.77). However, sometimes it can be effective when teaching vocabulary to elementary EFL learners, as it helps them process difficult words; as some research studies show (e.g. Spahiu, 2013) that

translation is used by teachers to save time allowing learners to express their thoughts and feelings in their native language.

2.5.2 Practice Techniques

Teachers design activities to learners to review the vocabulary items that they have already introduced in order to reinforce their memorization of the words. These activities can include drilling and games.

a. Drilling

Drilling involves the repetitive practice of vocabulary through various exercises and activities. According to Harmer (2007), drilling is a mechanical way of making students practice their ability to use specific language items in a controlled manner. This technique has existed in EFL classrooms for many years, it was part of the audio-lingual method which emphasized repeating structural patterns through oral practice. It is considered as an important tool in vocabulary teaching as it helps learners use the acquired words through different activities enabling them to recall and memorize the words. Drilling can be practiced in different ways; such as repetition drills in which teachers make learners repeat words and sentences to reinforce their pronunciation or substitution drills which involve teachers replacing or changing a given word with another in a sentence then learners are asked to say the new structure.

b. Games

According to Halliwell (1992), teachers must provide young learners a communicative environment where they can express themselves because of the innovative language skills they bring to the classroom. Games are considered as an effective tool in vocabulary teaching and learning, especially amongst children. This technique allows them to learn new words in an engaging and enjoyable way. As Harmer (2007) states *“a good primary classroom mixes play and learning to an atmosphere of cheerful and supportive harmony”* (p.84). That is to say,

young learners are less likely to get bored when games are involved in the classroom, as games bring them joy and excitement and allow them to be more active in the learning process. Furthermore, there are various games that teachers can use to make learning more entertaining such as flashcards matching in which learners are required to match a certain word with the picture that represents it. Another game called “Pictionary” involves learners to work as teams, one individual draws a given object on the board while another tries to guess it. Furthermore, games do not only create a joyful environment in the classroom but also engage learners to interact with each other while sharing word knowledge.

3. Perception

The main objective of this research is to investigate EFL teachers’ perception of private tutoring as a means to improve primary third-year pupils’ vocabulary acquisition. This section deals with the definition of perception and its importance.

3.1. Definition of Perception

According to McDonald (2011) perception is “*a personal manifestation of how one views the world which is colored by many sociocultural elements*” (p. 8). Perception can be defined as the identification and interpretation of sensory information in order to represent and understand the environment. Luthans (2005) states that

in order to understand perception is by recognizing that it is a unique interpretation of the situation, not an exact recording of it. In short, perception is a very complex cognitive process that holds a unique picture of the world, a picture that may be quite different from reality. (p.33)

In other words, each individual perceives and interprets the world in a different and a unique way.

3.2. Importance of Perception

Perception is a subjective, active and creative process through which we assign meaning to sensory information to understand ourselves and others. Perception is important since it allows individuals to understand human behaviour because every person perceives and deals with life problems differently. Perception helps to predict people's behaviour in changed circumstances, by understanding their present perception of the environment. In the field of research on teachers' perceptions of language teaching, Borg (2003) states that teachers' beliefs are referred to as what they know, think and believe. Therefore, it is important to know how teachers perceive certain aspects of their professional environment because their perception can sometimes influence their teaching practices.

4. Theoretical Framework

4.1. Vygotsky's Zone of Proximal Development (ZPD)

This current study aims to test how tutoring can be helpful for primary third year EFL learners' vocabulary acquisition. To this point, this work is based on the Zone of Proximal Development (ZPD) theory (1978). This theory was introduced by Soviet psychologist and social constructivist Lev Vygotsky during the late 1920s as a response to the psychometric-based testing in Russian schools. This way of testing only focused on the learners' current level of achievement rather than their potential for future development. The zone of proximal development (ZPD) is defined by Vygotsky (1978) as "*the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers*" (p.86). To rephrase, the ZPD refers to the range of tasks that a learner cannot perform alone but can accomplish with support and guidance or through scaffolding and tutoring.

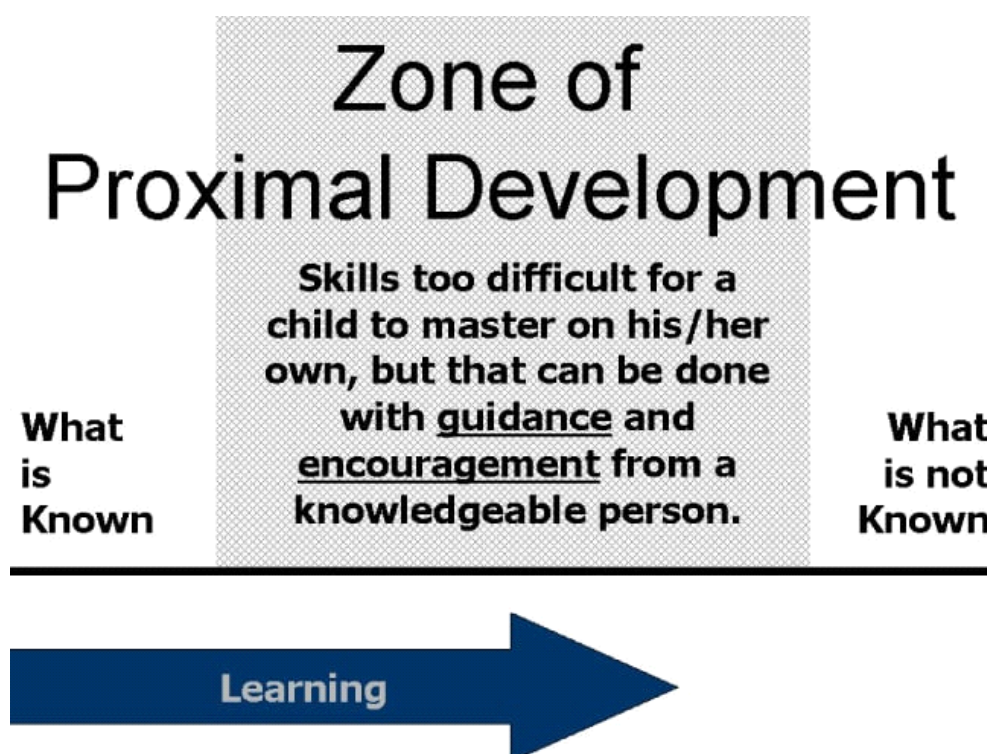


Figure1: Framework of Vygotsky's Zone of Proximal Development Theory (Dastranj & Helali, 2016, p.12)

The figure above displays how ZPD represents tasks that exceed the learner's present abilities (actual level of development) but can be achieved with assistance from a More Knowledgeable Other (MKO) (potential development). Vygotsky believed that the role of education is to provide learners with experiences which are in their ZPD that is by encouraging and advancing their individual learning (Berk & Winsler, 1995). According to Silalahi (2019), in order to improve the child's zone of proximal of development; it involves a more capable individual who provides appropriate assistance that takes into consideration the learner's actual development. Vygotsky considers social interaction as the most important part of the learning process because it improves the learners' development therefore social and cultural context are needed in education. Dixon-Krauss (1996) emphasizes that *"from Vygotskian perspective, the teachers' role is mediating the child's (i.e. Learner's) learning activity as they share knowledge*

through social interaction.” (p.18). That is to say, learning is not just an individual process; teachers can make learning more engaging and effective when they encourage their learners to interact with each other.

Nonetheless, the implementation of the Zone of Proximal Development (ZPD) in practice has faced some challenges. Shayer (2002 as cited in Turuk, 2008, p.250) argues that *“Despite the attractiveness of the concept of ZPD in its simplicity, its application in practice is more a problematic. Vygotsky himself did not offer much practical advice as to how ZPD might be successfully applied in the classroom.”* However, despite Vygotsky's lack of instruction on how to use the ZPD in the classroom, some practices in education were significantly influenced by his theory; including scaffolding and tutoring which are extensions of Vygotsky’s notion of the ZPD (Haider and Yasmin, 2015).

4.2. Scaffolding

Scaffolding was defined by Wells (1999 cited in Verenikina, 2003) as *“a way of operationalizing Vygotsky's (1987) concept of working in the zone of proximal development”* (para. 6). In other words, scaffolding is the practical method that brings Vygotsky’s theoretical concept into practice and it is applied to support learners within their ZPD. It is important to mention that the term "scaffolding" was not used by Vygotsky in his writings, it was introduced by Wood, Bruner and Ross (1976) who described it as a process *“that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts.”* (p.90); they indicate that scaffolding involves a more knowledgeable other (MKO) managing elements of the tasks that are beyond the learners’ ability while allowing them complete only the elements that are within their current level of competence.

Furthermore, according to Jerome Bruner (cited in Walqui, 2006, p.164) scaffolding is *“a process of ‘setting up’ the situation to make the child’s entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to*

manage it". Said differently, scaffolding refers to structured assistance given by a teacher or more knowledgeable others (tutors, parents, peers, and even machines like computers) to help learners achieve tasks that are beyond their current abilities. This support is gradually withdrawn or removed as individuals enhance their own abilities and skills, eventually becoming more capable of demonstrating mastery and performing tasks independently.

Different categories of scaffolding strategies have been proposed to address students' needs in English language classes. These following points can be used as guidelines when implementing scaffolding (adapted from Hogan and Pressley, 1997):

- Select suitable tasks that can meet the learners' needs and match the curriculum goals.
- Take into consideration the learners' backgrounds and prior knowledge to evaluate their progress.
- Use different kinds of support such as prompts, questions, hints, stories, models, visual scaffolding that include pointing and gestures.
- Create a welcoming and supportive learning space where learners feel safe to take risks and share their ideas without fear of negative responses while providing them with feedback and praise.
- Guide learners to rely less on instructional support as they work on tasks.

The effectiveness of scaffolding as a teaching strategy has been proven by modern studies (Van Der Stuyf, 2002), as it is an individualized instruction that can meet each learners' needs. Scaffolding provides clear directions, clarifies the purpose, keeps students on task and reduces uncertainty (McKenzie, 1999). In other words, scaffolding creates a supportive framework that provides targeted assistance to learners allowing them to build their self-confidence until they work on tasks independently.

In conclusion, by adopting Vygotsky's ZPD and scaffolding as theoretical frameworks to this current study; it allows us to investigate how private tutoring replicates the process of providing personalized and structured support that helps primary third-year pupils improve their vocabulary acquisition and academic achievement. Additionally, it can be examined how different scaffolding techniques are employed by EFL teachers to enhance their learners' performance.

Conclusion

To conclude with, this chapter has focused on the important notions related to this research. First, I have introduced the definition of the concept of tutoring, its types, its role as a global phenomenon and its demand as well as the impact it has on the academic achievement. Then, I have focused on the important component of language learning of this study that is vocabulary. Furthermore, I have dealt with the idea of perception and its importance. Finally, I have presented the theoretical framework that brings Vygotsky's ZPD theory into practice. The next chapter presents the research design and the methodology adopted within this work.

Research Design

Introduction

This chapter is methodological. It deals with the research design of the present study that is adopted to answer the research questions asked in the general introduction. The current study aims to investigate teachers' perception of private tutoring as a means to improve primary school pupils' vocabulary acquisition as well as to determine their teaching. This section highlights the two instruments that are used for the data collection namely a classroom observation attended in three tutoring centers in the town of Tizi Ouzou and an interview conducted with three teachers. Moreover, it provides the context and sample of the study and explains the procedure of data analysis which are the descriptive statistical method and qualitative content analysis (QCA).

1. Research Method

This research adopts the mixed methods approach for data collection and analysis. Johnson et.al (2007, p.112) explain that “*mixed method research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative viewpoints, data collection, analysis, inference techniques, for the purpose of breadth and depth of understanding and corroboration.*” In other words, a mixed methods approach is when quantitative and qualitative data are gathered, analysed and combined in a single study, that is adopted in research for the aim of its flexibility in reporting the findings.

The quantitative research deals with numerical data that are gathered using statistical methods, while qualitative research collects and analyses non-numerical data to understand concepts, opinions and experiences. In the case of this present investigation, quantitative data are collected through classroom observation checklist that is analysed statistically. As for the

qualitative data, they are gathered from the open-ended questions of the structured interview using that are analysed using qualitative content analysis.

2. Data Collection Procedures

2.1. Context and Sample of the Study

This study has taken place in three private tutoring centers situated in the town of Tizi Ouzou; “Butterfly Learning Center”, “Coup de Pouce Avenir” and “ACHfive”. The overall aim of this research is to investigate teachers’ perception of private tutoring as a means to improve primary third year pupils’ vocabulary acquisition. Tutoring sessions are mainly held on weekends and Tuesday afternoons where a small group of pupils are tutored by an English teacher. The investigation was limited to only three private tutoring centers due to their tight schedule. The target sample consists for three (3) English teachers who work in the selected private tutoring centers. Four (4) classroom observations have been made; two (2) sessions were held in “Butterfly Learning Center”, one session has been realized in “Coup de pouce Avenir” and also one session has been carried out in “ACHfive”. The reason why only one session has been conducted in the last two previously mentioned centers is because pupils have finished their final exams, hence the tutoring sessions were not needed since the 2023/2024 academic year had come to an end. The total number of learners that have been observed in the three (3) selected private tutoring centers is twenty-six (26) primary third-year pupils. The classroom observations have started from April 30th, 2024 until May 17th, 2024. Moreover, three (3) structured interviews were conducted with three (3) qualified EFL teachers who have a university degree of the English language.

2.2. Data Collection Tools

To carry out this research and in order to confirm or deny the proposed hypotheses, a mixed methods approach is opted; it consists of two research tools for data collection namely a

classroom observation to collect the quantitative data and a structured interview to gather the qualitative data.

2.2.1 Classroom Observation

The first instrument that is used in this research to collect quantitative data is classroom observation. Classroom observations is the major instrument for examining classroom management practices (Yazdanmehr & Akbari, 2015) and analysing the teaching methods and the learners' behaviour. In this study, classroom observation is based on a checklist that contains ten (10) items that aim to observe the tools used by teachers to present new vocabulary items to their learners and analyse the pupils' behaviour during the private tutoring sessions. The classroom observations were conducted in the private tutoring centers that were already mentioned in this chapter.

2.2.2 Interview

The structured interview is the second research instrument that is used to gather the qualitative data in this work. Interviews are an appropriate method when there is a need to collect in-depth information on people's opinions, thoughts, experiences, and feelings (Easwaramoorthy & Zarinpoush, 2006). In this current study, the interview has been conducted face-to-face with three (3) EFL teachers in the selected private tutoring centers which was carried out through the process of questioning and note taking. It comprises seven (7) open ended questions and one (1) close ended questions designed to investigate teachers' perception on private tutoring as a means to improve primary third year pupils' vocabulary acquisition and determine the techniques they employ to enhance the learning process. Moreover, the interview aims to address the challenges that the concerned teachers might face when teaching vocabulary and the feedback they provide to their pupils during tutoring sessions.

3. Data Analysis Procedures

For the sake of analysing and interpreting the collected data from both the classroom observation and teachers' interview, two data analysis procedures were relied on; namely the descriptive statistical analysis and the qualitative data analysis (QCA).

3.1. Descriptive Statistical Analysis

According to Vetter (2017), the descriptive statistical analysis method is used to calculate, describe, and summarize collected research data in a logical, meaningful, and efficient way. In this study, I have adopted this data analysis method to organize and interpret the numerical data gathered from the classroom observations.

3.2. Qualitative Content Analysis

In order to analyse, describe and interpret the qualitative data obtained from the questions of the teachers' interview, I have used the qualitative content analysis (QCA). It is defined as "a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" (Hsieh & Shannon, 2005, p.1278). The identified themes of this current study are private tutoring and vocabulary teaching and learning. Moreover, QCA is used to gain an insight into speech or content in a given context; this method is often used to describe attitudes, beliefs and social interaction as it allows researchers to understand social reality in a subjective but scientific manner. Therefore, QCA is useful in this research as it provides better analysis of the data gathered from the teachers' interviews by describing their opinions on private tutoring and vocabulary teaching.

Conclusion

This chapter explained the research design followed in this current study. It described the methodology used in conducting my research. It provided information about the context and sample of the study. It also presented the two data collection tools which are “classroom observation” and “teachers’ interview” as well as the methods that are relied on for the analysis of the collected data. The following chapter presents the findings of this investigation.

Presentation of the Findings

Introduction

This chapter is devoted to the findings of the study. It presents the results reached through the two data collection tools, classroom observations and the teachers' interviews. It is organized in two sections. The first section demonstrates the results obtained from the classroom observation checklist conducted in three (3) private tutoring centers. The second section deals with results gathered from the interview administered to (3) EFL teachers.

1. Presentation of the Results of the Classroom Observations

The following results have been achieved through the classroom observation conducted from April 30th, 2024 until May 17th,2024 by following a prepared checklist which consists of 10 items. This research instrument has given me the opportunity to clearly observe and analyse the teachers' practices and the learners' behaviour during the tutoring sessions.

Table 1: The Findings of the Classroom Observations

Items	YES	NO
The number of learners in the class is less than 20 pupils	02	01
The teacher uses different techniques to teach vocabulary	03	
The teacher uses colours and drawings to explain the meaning of words	03	
The learners do not hesitate to ask questions about the meaning of words	03	
The teacher provides individualized attention to each learner according to their needs	02	01
The learners are active and participate during the tutoring sessions	03	
The tasks allow learners to review and reinforce previously learned vocabulary	03	
The teacher praises the learners for their use of the acquired vocabulary items	03	
The learners are confident and able to form sentences using the acquired vocabulary	03	
The teacher communicates the learners' progress updates with their parents	02	01

Presentation of the Findings

Being an observer of these private tutoring sessions, I noticed that the number of pupils in one of the three private tutoring centers classes was similar to mainstream school where a large group (around twenty (20) pupils) were tutored by an EFL teacher. In contrast, the other two classes consisted of small groups (less than five (5) pupils). It is observed that all the teachers use different techniques to teach vocabulary that include textbooks, pictures, flashcards and videos. They also rely on drawings and colours to explain the vocabulary items and I noticed that the learners did not hesitate to ask questions about the meanings of the words.

As one of the main goals of tutoring is to provide individualized attention to each learner relying on their needs. According to the data, the teacher who was tutoring the large group of pupils failed to do so; while the other two (2) teachers were able to tutor each learner individually within the small groups and managed to give targeted assistance to meet their needs.

It is also observed the learners' behaviour was positive as they were active and participated during the tutoring sessions. The tasks provided by the three (3) EFL teachers were designed to allow the learners to review and to reinforce previously learned vocabulary and to prepare them for their school exams. As it is displayed above, all of the three (3) teachers praise their learners for their use of the acquired vocabulary by using words such as "very good" "excellent" and "good job". When it comes to forming sentences using the acquired vocabulary items, the majority of learners were confident and capable of doing so while a minority were unable to do it. However, their ability to form full grammatically correct sentences was challenging since they are primary third year pupils to whom English was recently introduced to.

When it comes to private tutoring, parents are more involved with their children's learning progress; therefore, they tend to seek updates from their tutors. I noticed that after the

tutoring sessions have ended, two (2) teachers came across the parents and updated them while one (1) teacher did not.

2. Presentation of the Results of the Interviews

For the sake of collecting qualitative data on teachers' perception of private tutoring sessions as a means to improve primary third year pupils' vocabulary acquisition and their teaching practices, an interview was used as a research tool that was conducted with three (3) teachers in three (3) private tutoring centers. The answers obtained from the teachers were paraphrased and summarized, and were identified as teacher (1) through teacher (3) which are introduced in the following representation.

Question 1: In your opinion, what factors contribute to parents' decision to register their primary third-year children in private tutoring centers for EFL instruction?

Teacher 01 and teacher 03 shared the same opinion to this question; they believe that parents register their children in tutoring centers to prepare them for their tests and exams in order to achieve better results because some parents are unable to do it themselves therefore they rely on tutors to assist them. As Teacher 03 claims *"Some parents don't have time to be implicated in their children's education and some don't have the knowledge i.e. they do not master English to be able to assist them at home."* On the other hand, Teacher 02 thinks that parents want their children to master English since it is a worldwide language and are hoping to see them use it and speak it fluently because mastering it will enhance their future job opportunities.

Question 2: In what way can private tutoring meet EFL third-year pupils' learning difficulties?

All the teachers agree that private tutoring helps learners to better acquire English as well as to improve their vocabulary learning. They emphasize that private tutoring provides individualized attention and targeted assistance to meet each learner's needs.

Question 3: How important is vocabulary teaching in Elementary EFL classrooms?

All the three teachers consider vocabulary as the main component to language learning and is of importance to master language skills. As Teacher 01 says “*Vocabulary helps learners to communicate and understand the new language.*”

Question 4: What techniques do you use to teach new vocabulary items to your pupils during private tutoring sessions (pictures, flashcards, games, songs, videos, textbooks, dialogues, maps, stories, graphics, etc.)?

For this question, I have obtained similar answers from the three teachers. They use common techniques to teach vocabulary including flashcards, pictures, games, songs, videos, conversations and textbooks. However, it is worth noting that Teacher 03 complains about some parents’ involvement in the teaching process as they insist on using only textbooks and typical worksheets aligned with their children’s school curriculum in order to prepare them for the exams; rather than focussing on building up vocabulary for future language use. She also added that the parents demand prevents her from using other vocabulary techniques.

Question 5: What technique do you find most effective for vocabulary acquisition?

Both Teacher 01 and Teacher 03 believe that using flashcards when teaching vocabulary is the most effective technique while Teacher 02 thinks that videos are the best method for vocabulary acquisition.

Question 6: Can you discuss how private tutoring can specifically improve your learners’ vocabulary acquisition compared to their mainstream schools?

By asking this question, different points of view from the teachers have been gathered. All three teachers agree that private tutoring improves the primary third-year pupils’ vocabulary acquisition because of the smaller class size where every learner is provided with individualized

attention from the tutor. Teacher 1 and Teacher 2 have added that contrary to public schools, private tutoring centers are well equipped with school facilities such as internet connection, data show, TV screens and other audio-visual aids which make the learning process more interesting to young learners. Meanwhile, Teacher 03 claims that teachers in public schools are not meant to introduce the native language in EFL classes whereas during private tutoring they can provide translation to help children process the meaning of some concepts.

Question 7: Are there any specific challenges that you face when teaching vocabulary to your learners? How do you deal with them?

Teacher 1 claims that challenges depend on *“the individual differences of the learners such as difficulty of memorizing the words.”* As Teacher 3 puts it into words, the learners *“are not surrounded with the English language in daily life which makes it difficult to teach it to them as they tend to forget words.”* When it comes to teaching vocabulary to young learners, both Teacher 1 and Teacher 3 face difficulties of memorization of words with their pupils. They both deal with the challenge by relying on repetition as the main solution. In contrast, Teacher 2 claims to not having faced any specific challenges during the vocabulary teaching process thanks to schools’ facilities which include internet connection, Tv screen and audio-visual aids that are provided by the private tutoring center in addition to the small group size which makes classroom management easier.

Question 8: How do you provide feedback to your pupils on their use of new words that they have already acquired?

All teachers provide positive feedback using encouraging words such as “very good” “well done” and “good job” to praise their pupils on their use of the already acquired vocabulary. Feedback can be included in the learners’ copybooks for the parents to notice, as Teacher 3 says *“it makes them satisfied”* to see the progress of their children.

Conclusion

This chapter presented the findings gathered from the two research tools, classroom observation and teachers' interview which were designed to determine the techniques used by the teachers to teach vocabulary and observe the learners' behaviours, as well as investigate learners' attitudes towards private tutoring in improving EFL primary third year pupils' vocabulary acquisition. The results obtained from the data collection tools will be discussed and interpreted in detail in the following chapter.

Discussion of the Findings

Introduction

The last chapter of this research deals with the discussion of the results obtained from the classroom observation and the teachers' interview in order to provide answers to the research questions and confirm or refute the hypotheses stated in the General Introduction. The results are interpreted in relation to the literature review presented in chapter one. This chapter comprises three major sections. The first section discusses teachers' perception of private tutoring. The second section discusses teachers' view of vocabulary teaching and the techniques' they employ during tutoring sessions in order to improve the learners' vocabulary. The third section discusses the learners' attitudes towards learning vocabulary through private tutoring.

1. Discussion of Teachers' Perceptions of Private Tutoring

Before discussing teachers' perception of private tutoring as a means to improve learners' vocabulary acquisition, it is important to mention their opinion on the reason behind parents' decision to register their children in private tutoring centers. Some of the teachers believe that parents are unable to assist or do not have enough knowledge to teach English to their children at home. In other words, some parents are unfamiliar with English since it is a foreign language that has been recently introduced to primary third-year pupils and might have noticed some learning difficulties in their children; therefore, they want to provide tutoring sessions to them in order to reinforce their vocabulary learning and academic achievement.

In addition, Teacher 2 claimed that parents aspire their children to have a better future by enhancing their language fluency, this reason is discussed in Jenny Davis (2013) research stating "*Certainly there is evidence throughout the parents' interview that some parents have their future professional careers and high school attainment in mind when they engage in private tuition at the primary school level*" (p.162). Said differently, it is concluded that some

Discussion of the Findings

parents do not rely on private tutoring for the purpose of current academic results only, they also desire future achievement that will expand their children's careers choices.

Based on the responses gathered from the teachers concerning their perceptions of private tutoring, my results are similar to the results obtained from Dr Nadia Ghounane's 2018 research entitled "Private Tutoring and Public Schools". All teachers believe that private tutoring helps learners improve their vocabulary acquisition and academic achievement because of its individualized instruction that can meet each learner's needs. As it is suggested by Vygotsky's ZPD theory, children who struggle to excel in their school activities need to be assisted by a more knowledgeable person within their developmental level to help them through problem solving. However, from what I observed in one of the classroom sessions; individualized assistance to the learners is challenging in the large group size class. The learners were asking and answering questions at the same time and when they finished their activities, some of them rushed to the teacher to get feedback while the others were playing and talking to each other. This resulted in the teacher focussing on classroom management rather than providing individualized attention to each learner's needs. Furthermore, the results of the classroom observation showed that individualized attention is better provided in a small group or as it is advised by other researchers in a one-on-one setting because the main focus of this type of tutoring is settled on learners' language challenges by addressing their specific needs, concerns, and questions (Harris and De Silva, 1993).

The results gathered from the teachers' sixth (6th) interview question indicate that teachers believe that private tutoring helps children who face language learning difficulties improve their vocabulary acquisition since it provides them with individualized and personalized assistance that they cannot find in their mainstream school classes which can be due to several elements including class sizes or even crowded curriculum (Davis,2013). Moreover, a research study conducted in 2019 by Kerma Mokhtar entitled "The Effect of

Discussion of the Findings

Overcrowded Classroom on Teachers' Performance" reports that overcrowded classrooms have a negative impact on both teachers' performance and learners' academic achievement. This issue creates difficulties on implementing effective instruction in mainstream school classes; as 69% of the interviewed teachers in his research claim that this issue is a major factor on learners' school failure. It is then understandable why the teachers' interview results of this current study show positive views on private tutoring since it helps learners who face learning difficulties in their mainstream school classes and allow them to improve their vocabulary acquisition in a small group setting where they can be provided with targeted support to meet their individual needs.

The interviewed teachers of the present study, Teacher 1 and Teacher 2 believe that compared to mainstream or public-school classes, private tutoring centers provide facilities that enhance the learners' vocabulary acquisition which I have noticed during the classroom observations including smart Tv screen, loudspeakers and a laptop that is assumed to be the teacher's possession. Based on what I have observed in the selected private tutoring centers, multimedia learning is taken into consideration to teach vocabulary. As it is believed by Mayer (2009), learning through multiple multimedia is effective where teaching both visual aids and text are included since it enhances the learning process.

As it is presented in the previous chapter, Teacher 3 stated that private tutoring provides the young learners with the translation they cannot find in the mainstream education. What I can understand from this statement is that teachers of English in Algerian primary schools are required to use only the target language in EFL classes in order for pupils to develop language proficiency by employing gestures and mimes to convey the meaning while teachers in private tutoring centers can be flexible in using different methods that can meet the learners' individual needs which include translation as a useful means to explain complex concepts to children.

2. Discussion of Vocabulary Teaching Techniques Employed by the Teachers in Selected Private Tutoring Centers

The gathered data from the teachers' interview indicate that all teachers acknowledge the importance of vocabulary teaching in EFL elementary classes and believe that it helps learners improve their language skills that include listening, speaking, reading and writing. As it is mentioned in the first chapter, some scholars including Zimmerman (1997) and Schmitt (2000) state that vocabulary is a crucial component to language learning and emphasize that word knowledge is important for effective communication.

However, in EFL classes teaching vocabulary to young learners can be challenging, as the interviewed teachers in this research (Teacher 1 and Teacher 3) claim. Young learners tend to forget words since they are not surrounded with English in their daily life; therefore, teachers often review and repeat the vocabulary items taught in previous sessions that are provided through different strategies. It is believed by Mayer's cognitive theory of multimedia that learning is enhanced when presenting information in multiple forms of media—such as text, images, and audio. Furthermore, I observed in the classroom sessions that teachers in selected private tutoring centers employ different teaching techniques to enhance learners' vocabulary acquisition and accelerate the learning process which include colours, drawings, flashcards, songs, videos, dialogues and textbooks that some of them were presented through media materials such as TV and computer screen. The techniques used by the teachers are briefly discussed below:

1.1. Colours and Drawings

Based on the results of the classroom observations, teachers included colours and drawings to explain the meaning of words by presenting them on the board or on the worksheets which help children memorize the vocabulary items as it is also recognized that colours attract

the young learners' attention making them more interested in learning new words. For instance, Teacher 1 drew different kinds of pets on the board to teach learners each animal body part by pointing at them; fish have fins, birds have bills, dog and cats have tails...etc, while highlighting with a red marker the important words that the learners are required to learn.

1.2. Flashcards

According to the results of my research, flashcards are considered to be the most effective technique to improve young learners' vocabulary acquisition. Flashcards technique is the use of pictures to convey the meaning of a particular word, as Alqahtani (2015) states *"Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words"* (p.27).

From what I observed in the concerned classrooms, the teachers used flashcards that included both words and images which were presented in different format; paper and digital. Mayer (2009) emphasizes that students learn better when corresponding words and pictures which should be presented near rather than far from each other on the screen. For example, Teacher 1 introduced house furniture pictures in paper flashcards and taught their pupils each furniture's name. It is noticed that the learners quickly memorized the given words, therefore this technique is effective for vocabulary acquisition.

1.3. Songs and Videos

I noticed that teachers in the selected tutoring centers used videos that included songs to teach some concepts to their learners such as birthdays where the context was children having a conversation and singing about a birthday party and presents. The young learners were singing along then were asked by the teacher to have a dialogue using the words that were represented through the videos and songs. The repetitive nature of songs helps learners memorize words; as Tim Murphey (1992) believes that songs can be a tool which can be used to animate and

facilitate language learning and acquisition. The same observation applies for videos since they include both visual and auditory cues that enhance children's vocabulary acquisition.

1.4. Dialogues

Dialogue involves a conversation between two or more people where they answer one another questions resulting in a back and forth interaction. During the classroom observation, Teacher 2 used this technique to make their pupils review the words that they learned through songs; they were asked to act out an invitation to a birthday party which was extracted from the third-year primary textbook of English (Unit 6, p.54). This latter made the young learners be pleased to interact with each other; this goes in line with Vygotsky's view of social interaction as an important tool to improve learners' language acquisition. Dialogues can be beneficial to vocabulary acquisition as learners practice the target language within a variety of contexts (Ur, 1996).

1.5. Textbooks

Teachers, in selected private tutoring centers, design worksheets that are aligned with the mainstream school textbooks to help children learn and memorize the vocabulary items presented in their regular curriculum. These worksheets involve activities that can predictably be included in their tests and exams. When implementing scaffolding, or in this case tutoring, tasks should meet the learners' needs and match the curriculum goals (Hogan and Pressley, 1997); therefore, teachers try to make sure that their learners are well prepared for their assessments. However, as it is mentioned by Teacher 3 that some parents interfere with the teaching process demanding teachers to rely only on this method rather than allowing them to be flexible by using different personalized vocabulary teaching techniques to meet each individual's needs. It can be argued that these parents want their children to be trained to achieve better results rather than build up word knowledge for future language use.

1.6. Translation

This technique was not included in the results of the fourth (4th) teachers' interview question, it is rather observed during the classroom observations where teachers used the native language which are Kabyle and Arabic to translate and explain words that were not understood by their pupils. According to Ellis (1994, as cited in Spahiu, 2013), many authors believe that the native language has no important role in EFL classes because its excessive use will limit the learners' valuable input in the target language. However, the results obtained by Spahiu (2013) in his research indicate otherwise; as both learners and teachers believe that the use of the native language in class saves great deal of time and helps clarify the meaning of difficult words. He precedes to reveal that it helps learners to feel confident and less stressed as they express their thoughts and needs in their native language.

As it was previously mentioned, the learners in selected private tutoring centers are primary third-year pupils who do not fully master English. Furthermore, I noticed that they felt more comfortable when they interacted with the teacher in their native language while using some words that they have already acquired in the target language.

1.7. Teachers' Feedback

According to the results of this research, the three teachers in the selected tutoring centers praise their learners on their use of the acquired vocabulary by employing words such as "good job", "excellent" and "very good" and this kind of feedback made learners feel confident about their abilities. Teachers provided positive feedback in verbal and written forms. I observed that when some children made mistakes that included mispronunciation, negative feedback is avoided by the teachers as they corrected their learners' mistakes indirectly. For instance, a pupil said "my favourite colour is bleu" then the teacher responded by saying "Oh blue is a beautiful colour!" while stressing on the word "blue"; this gave the learners the chance to correct themselves without feeling insecure about making errors.

The findings of my study also indicate that feedback is also important to parents, teachers wrote positive words in the pupils' copybooks as Teacher 3 says "it makes parents satisfied"; what I can discuss about this statement is related to the factors of parents' demand of private tutoring. As it was discussed previously, parents involved in private tutoring aspiring for their children's academic achievement and can be anxious when seeing them struggle in their mainstream classrooms (Davis,2013); therefore, private tutors updated the learners' progress through their worksheets or activities by providing written feedback or as I also observed in the selected private tutoring centers parents and teachers communicated in person about the children's performance in class as well as their behaviour whether it is negative or positive.

3. Discussion of Pupils' Attitudes towards Vocabulary Learning through Private Tutoring

Attitudes are as a set of thoughts and feelings that influence an individual's behaviour. McConnel (1980, as cited in Olufemi, 2012, p.63) defines attitudes as "*perceptions that involve emotional feelings or biases that predispose one to act in a certain way*". In order to investigate children's attitudes towards vocabulary learning through private tutoring, I analysed their behaviour during the classroom observation. The findings of my research reveal that all learners in selected private tutoring centers showed a positive attitude. The checklist items of the classroom observation that aim to analyse the learners' behaviour in class are discussed thoroughly below:

Th results of the item "**The learners don't hesitate to ask questions about the meaning of words**" indicates that learners were not shy to seek explanation. I observed that whenever they found difficulties in their tasks or in understanding some vocabulary items, they were not hesitant to ask the teachers for the meaning of words. This can be due to their being comfortable in the classroom environment, as they might be aware that the role of teachers in

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private tutoring sessions is to provide them with the individualized attention that they need. It is worth mentioning that children in the primary level tended to hesitate to participate in class for various factors such as fear of failure or anxiety of using the target language. Furthermore, well implemented tutoring encouraged learners to have the freedom of seeking explanation from their teachers.

Concerning the findings of the item “**The learners are active and participate during the tutoring sessions**”, I noticed that children in the selected private tutoring centers were active learners as they participated in class and were curious to learn new words. I can speculate that this behaviour resulted from the different techniques that the teachers employed in order to teach vocabulary, which involve using both visual and auditory aids that helped pupils be more engaged in the learning process. As Mayer (2007) believes, effective acquisition of information is when it is presented through different multimedia materials such as text, audio and videos. I observed during one of the private tutoring sessions that the learners were excited when they were learning through songs and videos as they expressed their joy by smiling, clapping and singing.

The ninth (9th) item of the classroom observation which is the following: “**The learners are confident and able to form sentences using the acquired vocabulary**”, has allowed me to see the impact that private tutoring can have on their confidence and performance. The learners were able to form sentences with the acquired vocabulary. As it stated by Hogan and Pressley (1997) in their scaffolding implementation points, it is important to create a welcoming and supportive learning space where learners feel safe to take risks and share their ideas without fear of negative responses while providing them with feedback and praise. Therefore, it can be said that learners in the selected tutoring centers are confident and take risks in forming sentences in the target language due to the supportive environment that private tutoring implements that can be beneficial for improving their vocabulary acquisition that would result

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in academic achievement. It is worth mentioning that teachers ask their pupils to form sentences by using only the words that they learned; this brings us to notice Vygotsky's ZPD theory in practice, which recommends to teach children who cannot excel in their tasks through their zone of proximal developmental (ZPD).

This chapter has discussed the findings of the data collection tools of my study; teachers' interview and classroom observation checklist that were conducted in the three selected private tutoring centers. The research questions asked in the general introduction, and the three hypotheses are confirmed. Therefore, this chapter reveals that the obtained results confirm the first hypothesis, indeed teachers in selected private tutoring centers believe that private tutoring improves primary third year EFL learners' language skills and academic achievement. In addition, this chapter reveals that the second hypothesis is correct, teachers use different techniques to teach vocabulary to their young learners. Finally, it shows that learners in selected tutoring centers have a positive attitude towards learning vocabulary through private tuition.

Conclusion

Conclusively, this chapter has interpreted the results obtained from the teachers' interview and the classroom observations which were analysed by relying on the mixed-methods approach that combines both qualitative and quantitative data analysis. It has also confirmed all three hypotheses presented in the General Introduction.

General Conclusion

This study has investigated EFL teachers' perception of private tutoring as a means to improve primary third-year pupils' vocabulary acquisition in three (3) selected private tutoring centers in the town of Tizi Ouzou, which are: "Butterfly Learning Center", "Coup de Pouce Avenir" and "Achfive". The recent implementation of EFL in Algerian primary schools' curriculum and the spread of private tutoring has caught my interest to explore the way these additional sessions can improve young learners' vocabulary acquisition. Furthermore, this study has sought to determine the techniques used by the three (3) EFL teacher respondents, in order to enhance their pupils' vocabulary learning. It has also aimed to analyse the learners' attitudes towards vocabulary learning through private tutoring sessions, which were made possible by observing the pupils' behaviour in class.

The theoretical framework adopted for this study is Vygotsky's (1978) ZPD theory which holds the belief that the role of educators is to provide learners with experiences which are in their developmental level and suggests that children who can't perform well in class, should be assisted by a more knowledgeable other (MKO) like teachers, peers, parents or even computers in order to help them through problem solving.

In order to answer the advanced research questions in the General Introduction, the mixed methods research approach is adopted, which is a combination of both quantitative and qualitative methods that are used for data collection and data analysis. I have relied on two data collection instruments: classroom observation and a structured interview which was conducted face to face with the three (3) teacher informants. The investigation of my research took place in the already mentioned private tutoring centers situated in the town of Tizi Ouzou where four (4) classroom observations have been attended. The teachers' interview has been analysed by using qualitative data analysis, whereas descriptive statistical analysis has been used to interpret the results gathered from the classroom observation sessions.

General Conclusion

The research results have answered the research questions and confirmed the hypotheses advanced in the General Introduction. They have revealed that EFL teachers acknowledge the importance of vocabulary teaching in elementary classes and believe that private tutoring allows EFL learners who face language learning difficulties in their mainstream school classroom improve their vocabulary acquisition and helps them achieve better results by providing them with individualized and personalized instruction to meet their specific needs. Moreover, the findings of this study show that the concerned teachers employ different vocabulary teaching techniques that enhance the learning process and improve their learners' language acquisition; which are considered to have a positive role in the field of English teaching and learning. The techniques included the use of colours, drawings, flashcards, songs, videos, dialogues and translation. The teacher respondents also claim that the school facilities that were provided in the tutoring centers were helpful and allowed them to be flexible to teach vocabulary through different multimedia materials such as loudspeakers, TV and computer screen, which are meant to help the learners to better acquire information and retain it for future uses.

The obtained results from the classroom observations concerning the pupils' attitudes towards vocabulary learning through private tutoring, have revealed that the young learners have a positive attitude. They were active and engaged in the learning process, by participating and asking questions. As it is acknowledged by many scholars, vocabulary is considered to be the first major component to learn a given language especially when teaching it to children and it is suggested to be taught appropriately to enhance their acquisition. The techniques employed by the teachers in the selected private tutoring centers made the learners be curious and motivated to learn new words. The findings have also shown that they were comfortable in the classroom as they were confident and able to form sentences using the acquired vocabulary. This, indeed, confirms the third advanced hypothesis in the General Introduction.

General Conclusion

The current research has some limitations, which include the small number of participants. Due to the tight schedule of the private tutoring centers, the data collection of the interview was gathered from only three (3) teachers and only four (4) classroom observation sessions were attended.

In conclusion, it is hoped that this dissertation has contributed to the field of private tutoring and vocabulary teaching in general and will open massive doors for further research in this area. The impact of private tutoring on learners' vocabulary acquisition and academic achievement provide this research with clear outcomes about its effectiveness. My investigation was limited to third-year primary pupils; therefore, further research on the same study can be conducted with different levels.

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Appendices

Appendix 1: Classroom Observation Checklist

Adapted from: Ghounane, N. (2018). Private tutoring and public schools in Algeria: Issues and reflections. *Global Journal of Human-Social Science*, 18(6), 1-6.

Items	YES	NO
The number of learners in the class is less than 20 pupils		
The teacher uses different techniques to teach vocabulary		
The teacher uses colours and drawings to explain the meaning of words		
The learners do not hesitate to ask questions about the meaning of words		
The teacher provides individualized attention to each learner according to their needs		
The learners are active and participate during the tutoring sessions		
The tasks allow learners to review and reinforce previously learned vocabulary		
The teacher praises the learners for their use of the acquired vocabulary items		
The learners are confident and able to form sentences using the acquired vocabulary		
The teacher communicates the learners' progress updates with their parents		

Appendix 2: Teachers' Interview

Q1: In your opinion, what factors contribute to parents' decision to register their primary third-year children in private tutoring centers for EFL instruction?

Q2: In what way can private tutoring meet EFL third-year pupils' learning difficulties?

Q3: How important is vocabulary teaching in Elementary EFL classrooms?

Q4: What techniques do you use to teach new vocabulary items to your pupils during private tutoring sessions (pictures, flashcards, games, videos, textbooks, conversations, maps, stories, graphics, etc.)?

Q5: What technique do you find most effective for vocabulary acquisition?

Q6: Can you discuss how private tutoring can specifically improve your learners' vocabulary acquisition compared to their mainstream schools?

Q7: Are there any specific challenges that you face when teaching vocabulary to your learners?
How do you deal with them?

Q8: How do you provide feedback to your pupils on their use of new words that they have already acquired?

Thank You!