



COMPARATIVE ANALYSIS OF ACADEMIC PERFORMANCE IN LEARNING ENGLISH: SECONDARY SCHOOLS AND TUTORING LESSONS: A MIXED RESEARCH APPROACH

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Abstract

The purpose of this research is to identify and compare the differences between English taught at school and in additional courses. According to the research results, students who attend tutoring courses tend to have significantly higher academic performance compared to those who do not.

Firstly, school lessons focus more on general knowledge, whereas tutoring courses cover a broader range of topics. Secondly, when a survey was conducted among the students, the majority stated that, for various reasons, they preferred additional courses and mentioned that this was why they achieved higher results in exams and competitions. In addition, several suggestions were provided to improve English learning at school:

Firstly, the school timetable should be reviewed, and the number of English language lessons should be increased.

Secondly, free supplementary courses should be opened within the school, and various English language clubs should be organized.

Keywords: Mixed research approach, tutoring classes, language clubs, effectiveness.

Introduction

English is one of the most important languages in the world today. It is used for education, work, travel, and international communication. Therefore, many students start learning English in both primary and secondary schools. According to the article “World Languages” published by the Uzbekistan National News



Agency in 2022, English is considered the most popular language in the world, as it is used in over 100 countries. Based on this, interest in learning foreign languages, especially English, has been steadily growing in Uzbekistan. Moreover, the government has been implementing various measures to enhance the teaching of foreign languages in educational institutions.

In recent years, the number of private educational institutions specializing in foreign language instruction, particularly in English, has significantly increased and continues to operate successfully. According to information provided by Alisher Sa'dullayev, by 2024, the number of training centers for foreign languages and modern professions in the country has reached 22,297. This data indicates that private educational centers play the crucial role in equipping the youth of our country with foreign language skills.

After reviewing the information above, an important question arises: If English is already taught in secondary schools, why does the demand for private learning centers persist? Private educational centers differ from secondary schools in several key aspects. This article compares the academic performance of two groups of 8th grade students, aged 13 to 14. One group studies English only within the secondary school curriculum, while the other also attends private tutoring sessions. The study evaluates their language proficiency, confidence, and motivation using both quantitative and qualitative methods. The aim is to determine which learning environment is more effective for acquiring English language skills.

LITERATURE REVIEW

Many researchers have conducted studies on the comparative analysis of academic performance in English learning between school lessons and tutoring sessions. For example, in the article "Secondary School Students' Enjoyment of English Private Tutoring" by Kevin Wai Ho Yung and Ming Ming Chiu (2020), the authors examined students' willingness to attend English courses and the reasons behind it. According to their findings, students preferred traditional face-to-face learning over online education. In another study, Zada et al. analysed the teaching methods used by teachers in public schools, identified the challenges students face in learning English, and attempted to provide solutions to these issues. Apart from them Muttaqin (2022) emphasized the effectiveness of private tutoring centers in English language acquisition for students and explored the reasons behind their



impact. “English private tutoring provides them a clear explanation to review unclear material taught at school” (Muttaqin,2022, p40).

However, none of them compared the differences between school-based English lessons and tutoring sessions in terms of students’ academic performance. Moreover, this article compares the topics covered in school English textbooks and extra courses and examines their impact on students’ academic performance.

METHODOLOGY

In this article, we use two primary research methods – qualitative and quantitative – to compare the academic performance of students learning English in private learning centers and public schools. These methods serve different purposes and employ distinct analytical techniques. However, they complement each other, ensuring a well-rounded and reliable analysis.

Both methods serve different purposes and complement each other in research. Qualitative research provides deep insights into human behaviour and experiences, while quantitative research ensures statistical accuracy and generalizability. Depending on the research objective, one or both methods can be used together for a more comprehensive analysis.

Ogburn (1922) asserts that the qualitative method aims to gain an in-depth understanding of phenomena and uncover detailed insights. It primarily focuses on the quality of research rather than numerical data, relying on words, concepts, and descriptions. This approach emphasizes people’s thoughts, emotions, and personal perspectives regarding the topic being studied.

Renowned American scholar and sociologist Michael Quinn Patton considers qualitative research a key tool for understanding human emotions, motivations, and personal experiences. According to him, although this method is subjective, it can sometimes be even more valuable than statistical analysis when studying human behaviour.



We can examine key characteristics of the qualitative method in the following table:

In-depth analysis and contextual understanding	The research subject is explored through a wide range of cases or personal experiences. The data set may be small, but it undergoes thorough and detailed analysis.
Studying participants in their natural environment.	The research participants are observed in their usual setting, rather than an artificial or controlled environment. For instance, students' motivation and engagement can be analysed during actual lessons in the classroom.
Interviews.	Analysing people's opinions and perspectives through structured or open-ended conversations.
Textual analysis.	Studying books, articles, or social media posts related to the topic of research.

By employing qualitative methods, we can gain deep insights into how students perceive English learning in private and public education and identify key differences between the two.

John Tukey (1970) argues that the quantitative Method is a research approach based on numerical (quantitative) data, used for measurement, statistical analysis, and drawing objective conclusions. This method helps obtain precise results as it relies on numbers, percentages, averages, and other statistical indicators.

According to Alan Bryman, a leading British sociologist and research methodology expert, the quantitative method plays a crucial role in explaining social phenomena and identifying patterns.

There are some key characteristics of the quantitative method:

Working with numerical data.	– Research findings are based on quantitative expressions. Example: “Students attending private learning centers achieved an average IELTS score of 7.0, whereas school students scored 5.5.”
Handling large datasets.	The study can be extensive, analysing a large number of participants. Example: A survey conducted among 1,000 students helps identify general trends.
Precise and objective analysis.	Data can be measured and compared without subjective interpretation. Example: “The class attendance rate in private learning centers is 90%, while in schools, it is 70%.”
Surveys and Tests.	Example: A survey of 500 students asking, “Which method is more effective for learning English?”, with results expressed in percentages.



The quantitative method is one of the most effective research approaches for achieving accurate and objective results. However, to analyse deeper aspects such as human emotions and motivation, it is recommended to combine it with the qualitative method.

In this article, we conducted survey among 20 students studying in a secondary school. Some of them learn English only at school, while others study it both at school and in special tutorial English courses. Here are structure of the survey:

1. Classroom and tutoring learning conditions–refer to the environment, teaching methods, and student-teacher interaction in school classes and private tutoring sessions.
2. Academic performance and progress –refer to students’ achievement in learning English
3. Challenges and areas for improvement–refer to the problems students face in learning English at school and in tutoring, along with ideas to make learning better

The survey was distributed both in print and electronically to ensure convenience for everyone. It was conducted in a way that did not interfere with students’ lessons, utilizing their free time. And students’ anonymity was ensured, and the survey was conducted with their consent.

The survey helped provide a comprehensive and detailed insight into the research conducted on this topic.

RESULTS

The survey played a significant role in determining the academic performance of students who learn English only at school and those who attend additional English courses. The results from the students clearly demonstrated the importance of this topic, highlighting both its strengths and areas that need improvement. This helped provide a deeper understanding of the challenges and benefits associated with the subject.

1. The atmosphere of English lessons at school and in tutoring sessions.

- Where do you primarily learn English?

Response	Percentage (%)
Only at school	40%
Only in tutoring lessons	0%
Both at school and in tutoring lessons	60%



- Which teaching style do you like the most?

Response	Percentage (%)
Tutoring	95 %
School teachers	0 %
Both	5 %

- Which one uses more modern techniques and equipment during the class?

Response	Percentage (%)
Tutoring	75 %
School teachers	10%
Both	15 %

First, students were asked whether they attend tutoring courses or not. If they do, they were then asked where the teaching methods, teacher-student interaction, and learning atmosphere are better – at school or in additional English courses. According to their responses, 60% of the students attend additional English courses, and all of them chose the teaching methods of tutoring courses as better. Because schools use only textbooks, and their lesson schedules are strictly defined. However, in tutoring courses, students use a variety of interesting resources, and the topics are not strictly fixed.

2. Academic performance and progress of students in learning English.

The students were asked questions to assess their academic performance. It showed that those who study English both at school and in tutoring courses have a much higher English level than those who don't take extra classes.

- What is your average English test score at school?

The students who learn English both at school and in tutoring lessons

Response	Percentage (%)
Below 60%	0%
65 – 85%	45%
Above 85%	55%



The students who learn English only at school.

Response	Percentage (%)
Below 60%	30%
65 – 85%	65%
Above 85%	5%

In addition, students were asked about their participation in English language competitions and the results they achieved. The survey revealed that 90% of students who were limited to learning English only in school had never participated in such competitions, while 50% of their peers who had learned English through tutoring lessons achieved excellent results in the competitions. Only 5% of them had not participated in any competition.

- Have you participated in any English language competitions or exams?

The students who learn English both at school and in tutoring lessons

Response	Percentage (%)
Yes, and I performed well	50%
Yes, but my performance was average	45%
No, I haven't participated	5%

The students who learn English only at school.

Response	Percentage (%)
Yes, and I performed well	0%
Yes, but my performance was average	10%
No, I haven't participated	90%

2. Difficulties and advice on overcoming them.

In the survey, students who do not attend additional courses were asked why they do not attend, while those who do were asked why tutoring courses are beneficial.

- Why do not you take extra courses?

Response	Percentage (%)
Lack of interest in learning English	30%
Financial reasons	50%
Lack of time	15%
Doubt in effectiveness	5%



According to the responses, the main reasons for not attending additional courses may be a lack of interest in learning English and financial difficulties faced by some students.

- Why do you believe tutoring lessons are more effective?

Response	Percentage (%)
Flexible pace	15%
Engaging and interactive	60%
Focused attention	25%

As for the students who attend the course, the main reasons why tutoring courses are considered beneficial are the engaging lessons and interactive approach. Most students reported that English lessons at school are usually conducted using traditional methods. For reasons like these, children prefer to learn English in tutoring courses and consider it more beneficial.

Considering these results, a question arises: if students are taught English at school, why do children still prefer additional courses? How can school textbooks be improved to eliminate the need for extra courses?

DISCUSSION

Students who learn English only at school rely solely on the exercises provided in the textbook. However, the textbook materials are mainly focused on general knowledge and are not specialized for in-depth language learning. Some students, on the other hand, wish to master the language fully, which is why they attend additional courses outside of school. In the discussion section of my article, I am going to present some suggestions on how to enhance English learning at school in a more comprehensive and in-depth manner without the need for extra courses

First, the students' class schedule needs to be reviewed. In Uzbekistan, high school students have English lessons only twice a week, meaning just two hours in total. If these hours were increased to four or five per week, students would be exposed to the English language environment more frequently and would start learning it faster. During these additional hours, they could work with extra materials beyond the textbook, allowing them to study English in greater depth. Supplementary materials could be enriched with articles, real-life videos, and various types of podcasts.



Secondly, addition to regular lessons, teachers could organize free supplementary classes at school. This would be especially beneficial for students facing financial difficulties. Not only teachers but also students with a better command of English could create various skill-building clubs, such as speaking and writing clubs. To implement these suggestions, it is essential to communicate with teachers and students' parents. I hope that continuous practice and trials will reveal both the advantages and disadvantages of these changes.

CONCLUSION

From my small research above, it becomes clear that students who attended additional courses have a higher level of knowledge compared to those who did not, and they are showing better results in exams and competitions. In order to learn English deeply and perfectly, taking extra courses has become a necessity. In the discussion section of my article, I have outlined several reasons for this and also provided my suggestions on how to improve the effectiveness of foreign language teaching in schools.

Learning, especially acquiring a new language, is a long-term process that requires continuous effort. Considering this, it would not be reasonable to expect quick and high results from secondary schools. The expected outcomes can be achieved through small but continuous reforms aimed at improving language education in schools. In our country, such reforms are being consistently implemented every year to develop the sector. In particular, by the decision of the President, since 2012, English has been taught not only in secondary schools but also in primary schools. Additionally, textbooks based on the Finnish education program have been developed for students.

While hoping that these and other reforms will yield positive results over time, it is also necessary to actively support students' language learning through widely available additional courses.

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