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**The difference in teaching methods between a teacher at school and a private teacher**

**hypothesis:**

It is predicted that a student studying English with a private teacher has a better knowledge of English, even if there is an English lesson at school

**aim:**

To prove that a private English teacher teaches better than the average English teacher in a school

**key words:** language, teacher, difference, tutor, student, lesson plan, education, methodology

**Introduction**

 The English language plays a significant role in communication, education, and personal development. It is the language that we use in our everyday conversations, academic studies, and professional endeavors. The comparison between students who study with a private teacher and those who study with a school teacher reveals that each option offers unique benefits. Private lessons offer personalized attention tailored to the specific needs of the student. This approach allows learners to focus on areas where they struggle and receive individualized feedback from their teacher. Additionally, private tutoring provides more flexibility in scheduling than traditional classroom settings. On the other hand, studying with school teachers provides students access to structured curriculums designed by experienced educators that follow state educational standards. By attending traditional classrooms regularly, students learn social skills such as teamwork cooperation through collaborative projects while developing essential problem-solving abilities. Despite these pros and cons of each learning method mentioned above, neither option is inherently better than another; it ultimately depends on an individual's preferences towards education as well as his/her financial capabilities.

**Background theory**

 "Perceptions of English Language Learners Regarding the Differences Between School Teachers and Private Tutors," by Rebecca Chavez. Issues in Educational Research, 2019. This study looks into how English language learners in the United States perceive the distinctions between school English teachers and private tutors. According to the findings, private tutors are viewed as more successful and engaging in teaching English, although school teachers are perceived as more informed and experienced in the topic.

 The study conducted by Quijano-López and Pérez-Ferra (2021) highlights the importance of study orientations in student success. The authors found that present-day students are more oriented towards outcomes than learning, resulting in failure that affects multiple systems in Spain. This emphasizes the need for effective teaching methods and personalized attention. One way to meet this need is through private lessons. As our thesis statement suggests, private teachers offer personalized attention to students' unique needs and learning styles. They can tailor instruction to specific goals and interests, providing a customized curriculum that meets each individual's needs.

**Materials:** books: English Plus (Virginia Evans, Jenny Dooley Express Publishing, 2018), Go getter (Zervas Sandy, Bright Catherine, Pearson, 2020), mobile phone, internet connection, google form.

**Objectives**

 Comparing the academic performance of students who receive private tutoring versus those who are taught in a school setting can provide valuable insights into the effectiveness of each teaching style. This can involve looking at test scores, grades, or other numerical data to determine which method is more successful in imparting knowledge and skills.

 Student comments can give valuable insight into the success of various teaching strategies. It is possible to acquire a better knowledge of students' strengths and shortcomings by asking them to offer feedback on their learning experiences with the school instructor and private teacher.

 Surveys may be used to gather data on various teaching approaches. This may be accomplished by questioning students about their preferences, degree of satisfaction with the teaching techniques utilized, and other factors that may influence the learning experience.

 Measuring student engagement can assist in determining which teaching technique is more effective in keeping students engaged and motivated to learn. This might entail gathering information on variables such as attendance, engagement, and student involvement in the learning process.

 Examine the curriculum and lesson plans: Examining the curriculum and lesson plans utilized by the school teacher and private instructor allows for an effective comparison of teaching approaches. It is critical to analyze the content, organization, and order of the lessons, as well as the instructional tactics used.

1 week

 Two students will be given an English level test. After the levels are checked, the teachers will begin their work according to their own methodology. The teacher at the school will work according to the methodology given by the school, and the tutor according to his/her own methodology, which he/she considers to be more fruitful for rapid language learning. The first student at the school works in English Plus (Virginia Evans, Jenny Dooley Express Publishing, 2018). The second student is working on the book Go getter (Zervas Sandy, Bright Catherine, Pearson, 2020). According to the test, a verdict was derived; the second student's level of English was better. The first student needs to work on grammar and vocabulary. First student studied vocabulary “My things”, vocabulary and grammar “present simple” the topic “Free time”. Second student studied speaking skills on the topic “Nice to meet you”, listening and writing “International Friendship Day”

2 week

 A student who studies at school, the methodology is more based on vocabulary without grammar. Topics for speaking “One ticket, please”, reading “what are you into?”. A student who studies with a tutor analyzed the present simple and the topic “I don’t like cats”, reading and vocabulary on the topic “Аmazing animals”.

3 week

 In the third week, topics on the book also took place. A student who studies English at school completed the vocabulary topic "A classroom", listening and grammar on the topic adverb of frequency "Daily lives". A student who studies with a tutor analyzed the topic vocabulary “family and friends”, grammar “to be” on the topic “it’s grammar’s birthday”.

  **Table**

|  | Check-test | 1 week | 2 week | 3 week | Pre-test | Control-test |
| --- | --- | --- | --- | --- | --- | --- |
| 1. A student who studies at school | 6/12 | vocabulary “My things”, vocabulary and present simple “Free time” | speaking “One ticket, please”, reading “What are you into?” | vocabulary topic "A classroom", listening and grammar adverb of frequency "Daily lives" | 3/10 | 7/15 |
| 2. A student who studies with tutor | 11/12 | Communication “Nice to meet you”, listening and writing “International Friendship Day” | the present simple “I don’t like cats”, reading and vocabulary “Аmazing animals” | vocabulary “family and friends”, grammar “to be” “it’s grammar’s birthday” | 6/10 | 11/15 |

**Discussion**

 Looking at the tables it was seen that the student who studies with a tutor scored eleven out of twelve points in the test, which is five points more than the student who studies at school. In the first week, the student who was studying in school developed vocabulary and present simple grammar, and the student who was studying with a tutor developed speaking and writing also took vocabulary. In the second week, the student who had studied English at school was learning speaking and reading skills. The second student began to study “present simple” grammar. In the last week of our investigation the first student also continued to study vocabulary and grammar “adverb of frequency”, the second student studied grammar “to be” and also like the first student the vocabulary. On the pre-test, a poor score was seen on two students. The first student scored very low (three out of ten questions) which means he didn't even get fifty percent of the test, the second student scored three points higher, but that's not a good score. On the control test it was seen that the second student's English level was higher than the first student as he scored eleven points out of fifteen, the first student scored lower by four points than the second student, which indicates his English level. All of the questions were taken in approximation to the topics they were taking with their teachers. The first student has a base to work hard on, the second student is more familiar with the rules of English and knows the basic words.

 **Conclusion**

 In conclusion, the evidence suggests that private tutoring can significantly benefit students in terms of academic performance and personal development. While school teachers offer valuable instruction, private tutors provide a more personalized approach to learning which caters to the specific needs of each student. This one-on-one interaction allows for greater attention and communication between tutor and student. Furthermore, the study has shown that private tutoring is particularly effective for students who struggle with certain subjects or have difficulty keeping up with their peers. The individualized pace and teaching style enable these students to catch up quickly and succeed academically. Despite the benefits of private tutoring, it is important to note that not all families can afford this option. Therefore, it is crucial for schools to provide support systems such as after-school programs or peer-tutoring initiatives to ensure equal opportunities are available for all students regardless of financial background. To sum up, while both school teachers and private tutors play an essential role in educating our youth, there are distinct advantages associated with hiring a personal tutor.

**References:**

García-Martínez, I., Pérez-Navío, E., Pérez-Ferra, M., & Quijano-López, R. (2021). *Relationship between Emotional Intelligence, Educational Achievement and Academic Stress of Pre-Service Teachers. Behavioral Sciences, 11(7), 95.* doi:10.3390/bs11070095