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**College Students' Perceptions of Attending College  
Exam-Oriented Cram School: A Study on Students of  
College of Foreign Language at Fu-Jen Catholic University**

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Students of College of Foreign Language at Fu-Jen Catholic University

Outline

- I. Introduction
  - A. The growing trend of cram school participation
  - B. Possible underlying problems of cram school being pointed out
  - C. Research questions
  - D. Thesis statement: From CFL FJCU students' perspectives, despite the advantages of cram school bring to students, they think it is still not a contributing factor in their academic improvement; moreover, cram school does not necessarily help students gain higher points and may bring possible longterm negative impact on learning attitude.
- II. Literature Review
  - A. Studies at Cram School in Taiwan
  - B. The Advantages and Disadvantages of going to cram school
  - C. The Efficiency of Cram School Education
  - D. The Factors Influencing Students Attending Cram School
- III. Research Design and Methods
  - A. Research Design
  - B. Research Participants and Data Collection
  - C. Instrumentation
  - D. Data Analysis
- IV. Results ( Five parts of the questionnaire)
- V. Discussion
- VI. Conclusion and Suggestions

College Students' Perceptions of Attending College Exam-Oriented Cram School: A Study on  
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## 1. Introduction

In Taiwan as well as some other Eastern Asia countries, high school students attending cram school has long been a dominant trend. Cram school is the private tutoring institute which provides supplemental materials on students' academic subjects and trains students to meet certain goals. Because of the test-driven system, students who lack of exam skills or do not perform not good enough on certain subjects will seek for cram school for help. Furthermore, cram school industry is thriving because most parents believe that entering a good college can ensure entering a good career in the future. As parents usually want their children to be better than others, they sent their children to cram school in order to get higher scores, and, in turn, better college and better career in the future. The number of exam-oriented cram schools, therefore, increases from 1244 in 1997 to 7437 in 2006 (Lin & Chen 39). However, students' learning results after attending cram school are not always positive, nor can they always meet their parents' expectation. More importantly, cram school may pose threat to daytime education system and create inappropriate learning attitudes in students, "easily changing students' daytime learning attitudes and altering values in daytime teaching and learning in East Asia" through the processes of idolizing famous teachers, fragmentation of knowledge and the formation of cram-school culture in media (Kwok 72). Were cram school lessons really helpful for me and my fellow students in the College of Foreign Languages (CFL), Fu-Jen Catholic University in Taiwan? Did we experience the cram school culture described by Kwok? The purpose of the study is to analyze CFL FJCU students' perception of cram school education at high school level and whether cram school education is regarded as academically beneficial to students, using CFL students' perspectives on cram schools as an example. This study will focus only on cram schools aiming to prepare senior high school students for College Entrance Examination (CEE). From CFL FJCU students' perspectives, despite the advantages of cram school bring to students, they think it is still not a contributing factor in their academic improvement; moreover, cram school does not necessarily help students gain higher points and may bring possible long-term negative impact on learning attitude. Accordingly, the research questions will include:

1. What are CFL FJCU students' perceptions of cram schools' influences on College Entrance Exam?
2. Is CFL FJCU students' level of improvement in proportion to the number of lessons they take in cram school and the time they spend in cram school?

3. What are the pros and cons of cram school based on the number of subjects a student has and the time a student spends in cram school?
4. What factors influence CFL FJCU students' participation in cram school?

## 2. Literature review

### 2.1 Studies at Cram School in Taiwan

In Taiwan, the purpose of educational reform is trying to reduce the need of participating in cram school. However, the fact that the number of cram school is still rising shows the effect of the policy is insignificant and causes the expansion of supplementary education. The expansion generates different types of supplementary teaching. Researcher categorizes numerous kinds of supplementary education and how the course actually work. It can be categorized into three kinds—attending cram school, attending make-up courses in school, and tutoring (Lin 43). Cram school has different characteristics from school education. First trait is that cram school teaching aims at lecturing academic subjects and the purpose of attending cram school is preparing exams and elevating academic ability (Guan & Lee 110). Second is that cram school would emphasize teaching the units that students are not good at and new units in advance in order to improve their scores and surpass peers (Guan & Lee 110). Third is that cram school is a personal educational investment (Guan & Lee 110). From above, we know that cram school in Taiwan is a tuition-paying organization aiming at providing courses to train students test-solving skills and enhancing their academic ability. The number of cram school in Taiwan increases six times more from 1997 to 2007 (Lin & Chen 39). Over eighty percent of high school students in Taiwan have attended cram schools (Lin & Chen 63). Teachers in cram school teaching test-taking skills in order to shorten the time of writing the exam is being considered the main reason why attending cram school becomes a trend in Asia, including Taiwan (Chung 587). Since the test-driven education system has been conducted in Taiwan for a long time, it increases the popularity of senior high school students attending cram schools. People believe that the higher score one gets, the better college one attends. Students in Taiwan are under the pressure of the entrance exam; therefore, obtaining test skills to get high scores becomes the main concern that cram school students focus on. Cram schooling has already become a part of education in Taiwan's society.

### 2.2 The Advantages and Disadvantages of Going to Cram School

The existence of cram school explains that this kind of education must have learning advantages for students. A scholar indicates that teachers in cram school are given a specific job to

help students enhance their academic ability—some teachers focus on lecturing while other teachers focus on solving individual's problems (Wu 25). Therefore, they provide more chances for students to ask about questions they are confused with and help them organize ideas and commonly-asked questions in previous exams. They teach students to use the most efficient way to get the correct answer (Wu 25). Cram school teachers often use plenty of memorable slangs, terms, signs, acronyms, or body language to teach test-taking skill and to catch students' attention in order to obtain high scores in tests (Wu 25). As a whole, therefore, cram school's pedagogy puts emphasis on skills in memorization and test-taking skills, including ways to answer questions speedily and correctly, all aiming at earning high scores. On the other hand, students' values in education may be distorted due to cram school's examination-oriented pedagogy and environment. In cram school, teachers provide shortcuts to learning and convince students about learning in cram school is more efficient than in daytime school (Kwok 70). Furthermore, the reinforcement of examination-oriented environment by the mass media is built on the integration of cram schools' marketing skills, professional knowledge, and materialistic consumption, causing students neglecting school lessons after attending cram school (Kwok 71). It makes school teachers hard to engage students in their lessons. Another article indicates that cram school does not always have positive influence on exams (Lin & Chen 64). It depends on year level and the subjects students learn from cram school to determine whether taking courses from cram school is beneficial; moreover, the authors claim that taking certain subjects' courses in cram school even has negative impact on elevating exam scores (Lin & Chen 64). The authors imply that students would be physically and mentally exhausted to go to cram school after learning in regular school whole day.

### 2.3 The Efficiency of Cram School Education

Based on literature review, in several research studies, the results of the efficiency of cram school education is highly debatable since the methods the researchers take may be different from each other. Some claim that the relationship between the number of subjects students took in cram school and the grades is not in direct proportion and it should include the factors of school years and subjects (Lin & Chen 64). The positive influence does not show consistency in different school years and various subjects. The authors say that people should not easily jump to the conclusion that cram school education always has positive influence. Moreover, one research indicates that the hypothesis—the more a student participate in the courses of cram school, the better score a student get—is wrong (Huang & Chen 145). The result shows the inconsistent correlation between the number of subjects students took in cram school and their scores in General Scholastic Ability Test.

Taking over eight subjects is considered excessive. The authors also relate this result to another similar survey result which put time and scores as the factors of measuring students' learning performance in cram school. Therefore, the authors assume that students spend too much time on cram school may bring exhaustion and take away the time for assignment completion and review.

## 2.4 The Factors Influencing Students Attending Cram School

Scholars indicate that family financial background has high correlation with student's participation of cram school (Huang & Chen 144). However, in another article, the authors report that even though family financial background has positive correlation with students' cram school participation, the numbers they calculate show this factor is not significant enough to explain the correlation (Lin & Chen 55). Therefore, they infer that personal financial background does not result in conclusive influence on cram school participation and the expansion of cram school makes everyone have a chance to experience cram school classes. In terms of parents' educational background, researchers find out that the more years parents are educated, the more possibility that their children would participate in cram school (Huang & Chen 144). On top of that, students' instrumental motivation plays a dominant role in their participation of cram school (Chung 590). Students are obviously motivated by the purpose of getting admission to ideal college since cram schools meet their practical and short-term goal. Integrative motivation, which is associated with personal growth, is also shown in participants' responses; however, cram school aims at score enhancement and is unable to meet students' long-term goal (Chung 591). The long term goal in the article refers to the ability of using English in the authentic context. In addition, in Liu and Lin's journal, the survey result they carry out through five-points Likert scale shows that students who attend cram school to learn math have higher motivation and better learning strategies than those who does not (Liu & Lin 232). It shows that cram school teaching provides useful methods for students.

## 3. Research Design and Methods

### 3.1 Research Design

The researcher employed and combined quantitative and qualitative first-hand source. To further understand the influence of cram school on CFL FJU students, the researcher of the current study developed a questionnaire and interview questions to investigate their perception of cram school's impact on them, the learning efficiency based on time and the number of subjects, and factors of attending cram school. The researcher collected the data—the CFL students' scores on

General Scholastic Ability Test, their perception of cram schooling, and the factors that influence their cram school participation—through questionnaire responses. Based on the survey questions, interview questions were formulated in order to get descriptive and in-depth answers to clarify and further understand the influence of number of subjects and time interviewees have had and spent in cram school.

### 3.2 Research Participants and Data Collection

There are 180 responses in total from CFL FJU students in this studies. There are 59 responses from English department; 29 from Spanish department; 19 from Italian department; 24 from French department; 26 from Japanese department; 23 from Germany department. The questionnaire is distributed by the link of Google Form and questions are typed on the Google Form. To collect responses from FJU CFL students, the researcher posted the link on Facebook and Line groups of FJU CFL students. The respondents’ participation mainly depends on their willingness. As for the school year, 59.4 percent of participant is junior. Twenty point six percent of respondent is sophomore. Freshmen and Senior are both 9.4 percent. Last, 1.1 percent is others. In terms of gender, 70.6 percent is female; 29.4 percent is male. The method for data collection includes a pilot-tested questionnaire for a professor of English department and my peer to check the correctness.

Figure 1

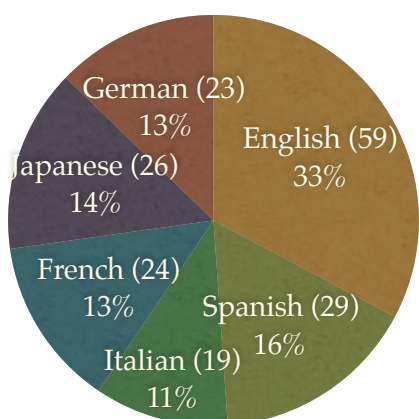


Figure 2

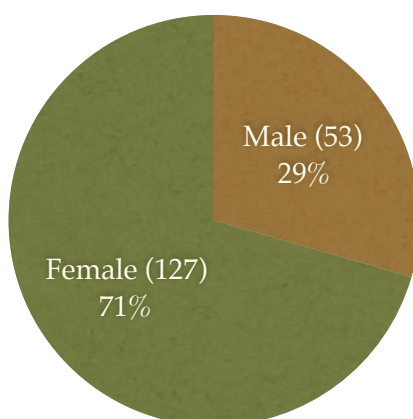
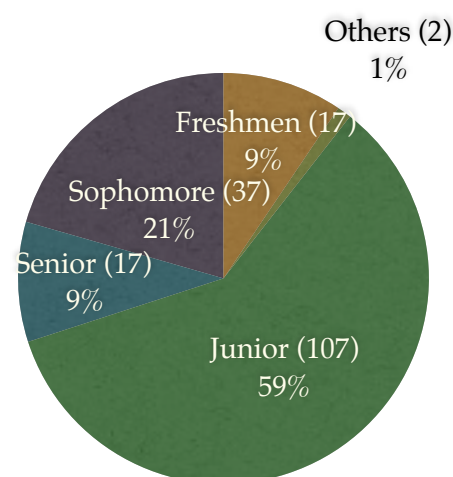


Figure 3



### 3.3 Instrumentation

As the researcher indicated above, the instruments for this study were a questionnaire and interviews discovering CFL FJU students' perceptions of cram school education, advantages and disadvantages of cram school, learning efficiency of cram school education, and the factors of cram school participation. The researcher asked for respondent's basic information and their perception of cram school's influence on College Entrance Exam in the form of four-point Likert scale since the researcher wanted to extract specific response from the participants. Responses were scored from "1" to "4" on the scale, which showed attitudes from "strongly disagree" to "strongly agree." There were questions regarding knowledge gaining, attention, peer influence, emotion, environment, and teacher's teaching strategies and one open-ended question for question 12. In the third section of the questionnaire, the researcher asked about the factors of attending cram school with a multi-select question with seven possible answers and one more option for other reasons the researcher did not provide. The fourth part was asking participants about the number of subjects, the courses taken in cram school, years spent in cram school, and scores of General Scholastic Ability Test. The final part contained one open-ended question asking their opinion on what kind of student was suitable for cram school education. Moreover, in order to clarify and further comprehend students' thought on cram school impact, the interview questions were more focusing on investigating the advantages and disadvantages based on the different number of subjects the interviewees taken in cram school. The seven respondents' answers were recorded. The questions aimed to ask their opinions about the motivation, financial factor, pros and cons, halt of cram school education, conflict of cram school education and high school education, suitability, and efficiency.

### 3.4 Data Analysis

Data were analyzed using statistical procedures such as descriptive statistics and Pearson correlation. First, the descriptive statistics were used to obtain the perspectives of cram school's influence and factors of cram school participation. Following the first discovery, the time CFL students spent in cram school, the number of subjects they took in cram school, and their scores of General Scholastic Ability Test were analyzed using statistical procedure, Pearson correlation, to explore the efficiency of cram school education. For the interviews, the interview transcripts were analyzed by content to seek the similarities and differences.



#### 4. Results

By looking at the survey responses, the answers would help the researcher further understand CFL FJU students' perceptions of cram school education. For each question in the second section of the questionnaire, respondents get to choose from "Strongly Agree" to "Strongly Disagree" based on the statement regarding cram school. In order to know respondents' opinion on the statement regarding cram school, the researcher uses four point Likert scale to calculate the score from "Strongly Agree" to "Strongly Disagree," which stands for 4 points to 1 point. The number of responses multiplied by 4 would be the total score of "Strongly Agree"; the number of responses multiplied by 3 would be the total score of "Agree," and so on and so forth. The method is adding up the total score of options from "Strongly Agree" to "Strongly Disagree" for each question and divide by the total respond number (180) to see whether the score is over 2.5—the average score. The score over 2.5 represents participants' agreement of the statement. On the other hand, the score under 2.5 means participants' disagreement of the statement.

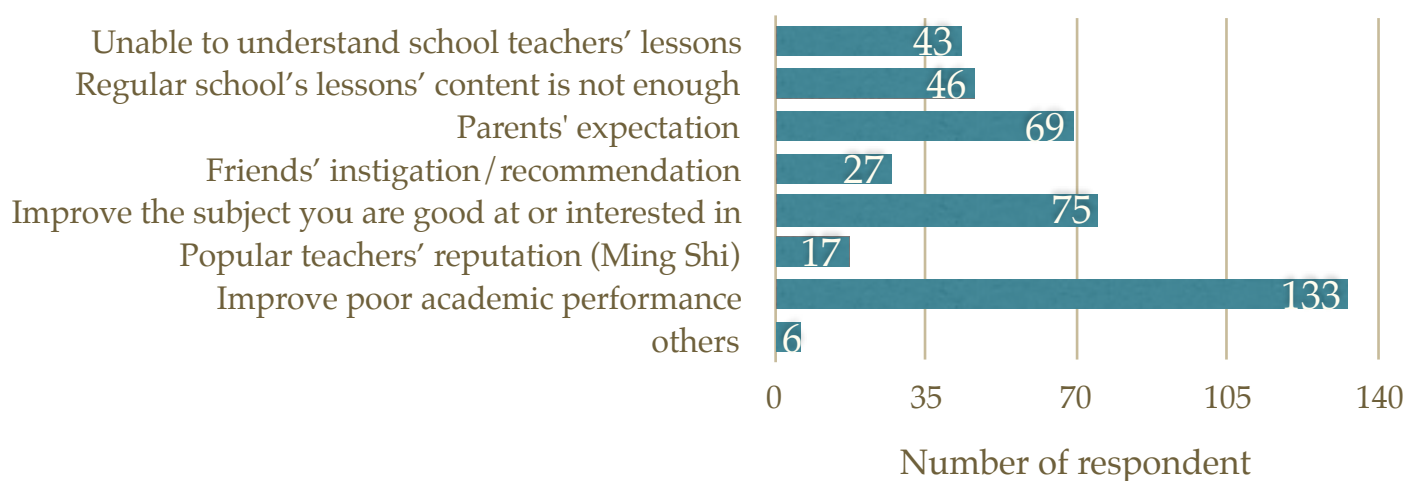
Table 1

<b>SURVEY PART TWO QUESTIONS</b>	<b>Mean Score</b>
<b>Q1: Knowledge gaining from cram school</b>	2.77
<b>Q2: Finishing homework on time</b>	2.41
<b>Q3: Full concentration in cram school</b>	2.65
<b>Q4: Improvement due to cram school</b>	2.48
<b>Q5: Feeling happy in cram school</b>	2.35
<b>Q6: Feeling stressful in cram school</b>	2.66
<b>Q7: Feeling motivated with friends</b>	3.13
<b>Q8: Cram school's teaching is better</b>	2.7
<b>Q9: Cram school's learning environment is better</b>	2.31
<b>Q10: High school has better teaching facilities</b>	2.02
<b>Q11: Cram school has better classroom equipment</b>	2.85
<b>Q12: Cram school education is more efficient</b>	2.72

The questions' scores above 2.5 were question 1, 3, 6, 7, 8, 11, 12. The questions' scores under 2.5 were question 2, 4, 5, 9, 10. The results of question 1 and 3 showed that FJU CFL students agreed on gaining a lot of academic knowledge from cram school teaching and focusing on the cram school courses with full attention. Moreover, they agreed that teachers in cram school were better at teaching than regular school teachers and felt that the learning efficiency of cram school education was better than regular school education. As for the environment part, most of

respondents shared the common opinion that cram school's learning atmosphere and environment, teaching facilities, and classroom equipment were better than regular school's. Nonetheless, question 4 indicated disagreement of the following statement—"I attributed the improvement of my studies to cram school education." It showed that even they felt cram school education was more effective than regular school education, they still did not consider the improvement was from cram school. What's more, they felt stressed when they went to cram school and were not happy about it. This result showed that even CFL FJU students received regular school education in daytime and disagreed with the statement that academic improvement was not totally from cram school education, they were still in need of cram school's efficient way of teaching to achieve certain exam standard and goals, regardless of reluctance.

Table 2



In the third part of the questionnaire, the researcher asked about the factors of cram school participation and listed seven possible reasons why they wanted to attend cram school. This question was a multi-select question; therefore, respondents could choose more than one factors as long as the option did influence their decision making. The finding was that the most prominent factor of all was "Improve poor academic performance or the subject you are not good at" with the 73.9 percent of response (133 responses). Second prominent factor was "Improve the subject you are good at or interested in." The third factor was "Parents' expectations."

The result showed that CFL FJU students were dedicated to improve their poor academic performance; however, they sought for the help of cram school education rather than high school education. It implied that they viewed that cram school education was their fastest solution to redeem the exam scores. Their instrumental motivation drove them to participate in cram school since they considered cram school effective in a short period of time. Furthermore, 23.9 percent of

respondent chose the factor—“Unable to understand school’s teachers’ lesson.” It demonstrated the fact that almost a quarter of respondents still felt high school education was confusing; therefore, they chose to participate in cram school to do make-up education. From this result, they thought cram school did help them in familiarizing themselves with difficult concepts. As for the second prominent factor, it indicated that students also went to cram school for gaining more knowledge when the subject was students’ strength or interest. From this, cram school was also regarded by CFL students as a place where students could enhance their academic performance to maintain advantage by doing more practices and mock tests. Twenty-five point six percent of respondent chose “Regular school’s teachers’ lesson content is not enough.” Students felt that learning in cram school was more complete for advanced learners. To conclude, CFL students considered cram school as a place that could improve poor academic performance and could enhance already great academic performance at the same time.

In the fourth part of the survey, the researcher asked about their scores on General Scholastic Ability Test, how much time they spent on cram school classes, the number of subjects they took in cram school, and what subjects they chose to take courses in cram school. This part was for the researcher to explore the correlation between total scores and time, total scores and the number of subjects, and five fields of scores on General Scholastic Ability Test (Chinese, Math, English, Science, Social Science) and time. The method used here was calculating the  $p$  value and  $r$  value in Pearson correlation. After the calculation, the  $p$  value of English scores and time was under 0.05 and the rest were all above 0.05. The data showed that the correlations between scores and number of subjects, and between scores and time were not clear enough to prove the hypothesis—the longer time one spend in cram school and the higher number of subjects one has, the higher scores one would have—was correct. On the other hand, the  $p$  value of English score and time was under 0.05 and showed statistical significance. It meant that the  $r$  value was worth investigating. However, the  $r$  value only demonstrated 18 percent of positive correlation. This percentage was not a persuading evidence to claim that students’ English scores were in proportion to the time they spent in cram school. In short, the correlations between those variables were unclear, irrelevant, and too subtle.

Table 3

	$p$ value	$r$ value
<b>Total score and Time</b>	0.48	0.052
<b>Total score and Number of subjects</b>	0.30	0.07
<b>Math score and Time</b>	0.06	0.167

	<i>p</i> value	<i>r</i> value
<b>Chinese score and Time</b>	0.06	0.25
<b>Science score and Time</b>	0.54	0.07
<b>Social science score and Time</b>	0.55	0.11
<b>English score and Time</b>	0.04	0.18

The last part of survey contained one open-ended question—In your opinion, what kind of student is suitable for cram school education? There were 180 responses in total; however, 3 answers were meaningless because the respondents left words that could not be interpreted. The way the researcher categorized the answers was depending on learning attitude. The categories were “passive attitude,” “active attitude,” “score-driven,” and “multiple factors.” Passive attitude was more inactive in learning. For instance, respondents considered students who lacked of organizing and time management skill in studies, study motivation, self-control, and who needed to be pushed by others were under “passive attitude” category. As for “active attitude” category, the respondents thought that students who showed learning enthusiasm, awareness of studies, academic weaknesses and strength, and spontaneity were more suitable for cram school education. Next category was “score-driven.” It meant that students who wanted to gain higher scores in exams were suitable for cram school education. The last category was “multiple factors” and it represented that the response had two or above factors or attitudes in the idea of what kind of student was suitable for cram school. For example, students who could accept the test-driven environment, had solid financial background, were lazy and smart, and had few learning resources in schools were considered suitable. Interestingly, some responses in this category combined passive and active attitude. They pointed out that students either wanted to strengthen certain subjects or redeemed certain subjects that failed in achieving average performance.

As for the interview part, seven interviewees expressed some common answers when asking about their study habits and their perception of contradiction of cram school and high school education. However, they also had different opinions on the disadvantages of cram schooling since the number of subjects they took were different. Two interviewees had taken one subject; one interviewee had taken two subjects; three interviewees had taken three subjects; one interviewee had taken ten subjects.

Except for one interviewee who had one subject, others all claimed that their study habits were influenced by cram school education and became passive. They admitted that they felt easy and relieved to follow cram school’s study plan. Moreover, only the interviewee who had ten

subjects did not sense the contradiction of cram school and high school education. Others felt the contradiction to some degree. Four out of six became inattentive on high school lessons because they thought they had cram school teachers to help them solve problems. The other two claimed that cram school teachers' teaching styles contradicted with high school teachers'. For example, the math teacher in cram school would more focusing on getting the correct answer in a short amount of time. But, in high school, teacher would tell students to solve the problems step by step. As for the disadvantages of cram school, the interviewees did not have an unanimous response of this part. The interviewees who took one subject did not think that attending cram school accounted for a large proportion of time, while others considered cram school took away their free time.

## 5. Discussion:

The first research question was "What are CFL FJCU students' perspectives of cram schools' influences on College Entrance Exam?" The answer was that students considered it a place where they could gain a lot of academic knowledge from and the teaching facilities, classroom equipment, learning environment, learning efficiency, and teachers' teaching techniques were better than high schools. This result corresponded with Guan and Lee's paper which demonstrated the traits of cram school education. Lecturing academic subjects and preparing for exams to elevate academic ability were cram schools' ways to improve students' academic performance (Guan & Lee 110). Cram schools would try to maintain a good quality learning environment in order to attain their goal of enhancing students' performance. However, students felt stressful going to cram school but paid full attention in cram school classes at the same time. They concentrated on the classes because they felt the pressure in cram school. Educators needed to think about why students needed this kind of high-pressure learning in order to improve their academic performance. Moreover, interestingly, despite all the advantages they claimed cram school had, CFL students still did not give cram school credit for the improvement in their studies. They felt the most decisive factor of getting better scores was not having cram school education but their own effort or other factors.

Elaborating on the reasons why they wanted to attend cram school, the researcher found out the most popular reason was "Improve poor academic performance." This result was consistent with Chung's article. Students' instrumental goal was the most dominant reason why they participate in cram school (Chung 590). Both showed that students wanted to improve their academic performance by cram school participation because cram school was better in terms of training test-taking skills and letting them understand difficult concepts than high school. At the same time, the result demonstrated that high school lacked in providing sufficient time and proper means to let

students figure out the content of each subject. They viewed learning in cram school as a fast way to redeem their poor academic performance. However, the “solution” might cause students to pay less attention on school classes and to be unwilling to figure out the confusing part since they felt cram school education was more efficient or they thought they could wait for cram school teachers to solve the problems or cram school teachers had already solved their problems. The point of cram school education downfall could be supported by one of the interviewees. The response to the fifth interview question showed the distorted learning attitude which created a vicious circle. The interviewee said that, “I sometimes don't feel like listening to high school teachers' lessons because these are things that have been already taught by cram school teachers. And it doesn't matter because I will still do good on the quizzes and because I already know the concepts in cram school. And if I have questions, I could seek for teachers' help in cram school in advance.” This kind of learning attitude made the respondent neglect school classes and become nonchalant. It matched Kwok's view of cram schools creating inappropriate learning attitude because of the shortcuts they provided for knowledge gaining (Kwok 70). Because cram school was regarded as a fast-learning teaching institution by CFL students, it possibly changed students' perspectives and learning attitude after attending cram school.

Aside from the possibility of having distorted learning value, students' academic performance had no clear relationship with the number of subjects they took in cram school as well as the time they spent in cram school. The  $p$  value of English score and the time they spend in cram school was the only one statistically significant. However, its  $r$  value, 18 percent of correlation, only demonstrated weak relationship between the English score and time. It did not have an apparent influence on their academic performances. On the other hand, other variables'  $p$  values (total score and the time they spent in cram school, total score and the number of subjects, Chinese score and the time they spent in cram school, science score and the time they spent in cram school, math score and the time they spent in cram school, social science and the time they spent in cram school) were all higher than 0.05. This result showed irrelevant relationship between the variables. Therefore, the result revealed the hypothesis “the more one participate in cram school, the better one's score would be” was untrue. Huang and Chen's research also investigated in this relationship and proved this point. The scores did not get higher because of more time they spend in cram school or higher number of subjects they took in cram school. This result was similar to Lin and Chen's research which reported that the number of subjects students took in cram school and the grades were not in direct proportion (Lin & Chen 64). One possible explanation for the result was that spending too much time on cram school might bring exhaustion and take away the time for review (Huang &

Chen 145). The level of improvement in grades was not in proportion to the time and number of subjects. It meant that each individual student needed to evaluate their own learning situation and to think about the meaning of getting extra lessons. Everyone should not simply follow other students' acts of attending cram school. Otherwise, without consideration, cram school participation would be a waste of time and money.

From CFL students' perspective, majority of them considered active students were more suitable for cram school education. They felt students who had motivation, enthusiasm, and self-awareness could achieve better academic performance. However, six out of seven interviewees' opinions on the ninth interview question showed that they thought their study habits became passive after attending cram school. One interviewee even said, "Cram school is for students like me. I would feel easier to have teachers giving me a study plan and time schedule to finish the review. Or else, I may procrastinate the work I should have done everyday." One of the advantages of attending cram school interviewees mentioned was that cram school would give plans for students to follow and students did not have to think about it, and just did what they said. This type of learning But it was also a disadvantage since students did not have a chance to learn how to come up with a study plan for review and preview. Organizing the important concepts and combining previously learned knowledge with new lessons were the skills that might be deprived of after attending cram school. Moreover, the other interviewee pointed out that attending cram school made her unable to take notes and to focus on school lessons because cram school would provide organized key-points. It made the interviewee feel unnecessary to listen to school teachers. In short, this kind of study habits might let high school students feel lost when they attended university.

## 6. Conclusion and Suggestions:

In Taiwan, high school students attending cram school has not been a strange and uncommon thing. Cram school could provide sorted bullet points, organized answer keys, test-taking skills training, and study plans for exams. These things were definitely helpful for students because it was time-saving and effortless to have a competent learning "helper." However, students needed to think about the necessity of taking cram school courses. The gap between the organized knowledge cram school provided and what a student could comprehend from it was worth considering. Were students aware of the long-term negative effect of perceiving knowledge fragmentation in cram schools? Did they really need those key points sorted out by cram school teachers? Even though cram school provided quick tips and shortcuts to access high score, students were still required to understand the concept of each subjects so that they could master and

comprehend the knowledge taught in the textbooks. Otherwise, the fragmentation of knowledge would generate through the process of cram schooling.

The researcher concluded that the level of improvement was not in proportion to the time the respondents spent and the number of subjects the respondents took in cram school. In other words, the learning outcome was depending on individual situations. Students could not expect a good learning outcome if they followed other students' act of attending cram school without consideration. Moreover, the teaching style of cram school education would have some negative influence on students' learning. Students became less and less likely to take notes in classes and even unable to have a good grasp of important points of what teacher said in class. Students were waiting for others to give review and preview instructions. It all showed that students were used to the shortcuts cram school provided and did not want to comprehend the meaning behind the key points. This might create a crucial damage to student's learning. This kind of fast-learning environment might make students unable to see the point of comprehending the meaning behind the knowledge. As long as they could get high scores, they might not care about understanding the concepts. After entering college, students who were used to this kind of learning would have difficulty adjusting themselves to college education, which required independent thinking.

Therefore, for CFL students, cultivating the ability of organizing knowledge and comprehending the meaning behind the key points provided by others would be one way to prevent knowledge fragmentation from happening. Also, to learn to study independently, they could first try to develop their academic knowledge through multi-media or any ways that interest them, so as to discover the pleasure of learning and grow stronger desire for learning. Another point that CFL students or other college students should be aware of is that while cram schools tend to give students study instructions, college classes usually require them to group up and present unique ideas through independent research process; that is, there would be many opportunities for students to cultivate independent learning skills in college. If CFL students could seize these chances, they would soon get used to the independent learning style of college education. Last but not least, acknowledging the fact that cram schools cannot provide students everything is one important suggestion for all students. There is no way cram schools could be the panacea of education.



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## Appendix A

## 「輔仁大學外語學院學生對於升大學補習班的看法」研究之問卷

您好，我是輔仁大學英國語文學系三年級的學生。目前我正在研究關於輔仁大學外語學院學生對於升大學補習班的看法，而我非常需要您對於這項議題的寶貴意見，希望您可以撥點時間完成這份問卷。所有問卷的回答內容都將僅供學術的研究與參考，不會洩露個人資料，請安心填答，非常謝謝您願意撥空填寫這份問卷！誠心的感謝您！

學生：輔仁大學英國語文學系 楊人瑋

指導教授：施佑芝、劉紀雯 教授

To whom it may concern,

I am a junior from the English Department of Fu Jen Catholic University. I am currently doing a research project on the Fu Jen university College of Foreign Language students' perspectives of cram school influence on College Entrance Exam, and I need your precious opinions. This is an anonymous questionnaire and your answers to this questionnaire will be used for academic research purposes only.. Thank you for filling out this questionnaire . I deeply appreciate your help!

Student: Ronnie Yang

Advisors: Prof. Doris Shih, Prof. Kate Liu

## Part ONE: Background Information 第一部分：基本資料

Q1. Which department are you in? 您就讀下列哪一系所？

English department 英文系

French department 法文系

German department 德文系

Italian department 義文系

Japanese department 日文系

Spanish department 西文系

Q2. College year level 年級

Freshman 大一  Sophomore 大二  Junior 大三  Senior 大四  Others 其他

Q3. Gender 性別

Male 男  Female 女

Part TWO: Perspective on cram school influences (4 point Likert scale) 第二部分：補習班影響的看法

1. I gained a lot of academic knowledge from cram school teaching. 我從補習班的教育得到很多學術知識。  
 Strongly Agree 非常同意  Agree 同意  Disagree 不同意  Strongly Disagree 非常不同意
  2. I always completed all the homework assigned by cram school instructors on time. 我總是準時完成補習班老師指派的作業。  
 Strongly Agree 非常同意  Agree 同意  Disagree 不同意  Strongly Disagree 非常不同意
  3. I paid full attention in all classes in cram school. 我在補習班上課時很專心  
 Strongly Agree 非常同意  Agree 同意  Disagree 不同意  Strongly Disagree 非常不同意
  4. I attributed the improvement in my studies to cram school education. 我成績進步是因為補習班  
 Strongly Agree 非常同意  Agree 同意  Disagree 不同意  Strongly Disagree 非常不同意
  5. I felt happy to go to cram school 我覺得去補習班很開心  
 Strongly Agree 非常同意  Agree 同意  Disagree 不同意  Strongly Disagree 非常不同意
  6. I was overwhelmed by the stress of cram school 我覺得去補習班壓力很大  
 Strongly Agree 非常同意  Agree 同意  Disagree 不同意  Strongly Disagree 非常不同意
  7. Going to cram school with friends increased my learning motivations 有朋友在補習班會讓我更有動力學習  
 Strongly Agree 非常同意  Agree 同意  Disagree 不同意  Strongly Disagree 非常不同意
  8. I felt cram school teachers were better at teaching than regular school teachers 我覺得補習班老師比學校老師會教書  
 Strongly Agree 非常同意  Agree 同意  Disagree 不同意  Strongly Disagree 非常不同意
  9. Regular school's learning environment was better than cram school's 學校的讀書氣氛比補習班的好  
 Strongly Agree 非常同意  Agree 同意  Disagree 不同意  Strongly Disagree 非常不同意
  10. Cram school's teaching facilities were worse than regular school's 補習班的教學設備比學校差  
 Strongly Agree 非常同意  Agree 同意  Disagree 不同意  Strongly Disagree 非常不同意
  11. Cram school's classroom equipment was better than regular school's (desk and chairs, air conditioner, lighting) 補習班的教室設備比學校好 (桌椅、空調、燈光)  
 Strongly Agree 非常同意  Agree 同意  Disagree 不同意  Strongly Disagree 非常不同意
  12. I felt cram school education was more efficient than regular school education. 我覺得補習班教育的學習效率比學校教育好。  
 Strongly Agree 非常同意  Agree 同意  Disagree 不同意  Strongly Disagree 非常不同意
  13. Why? (Open-ended Question for Q12) 為什麼？ (針對第十二題)
-

Part Three: Factors of attending cram school (multi-select question) 參加補習班的因素 (複選題)

- Unable to understand school teachers' lessons 聽不懂學校老師的課
- Regular school's lessons' content is not enough 覺得學校老師教的不夠多
- Improve poor academic performance or the subject you are not good at 加強學科成績差或不擅長的科目
- Parents' expectations 家長期望
- Friends' instigation/recommendation 朋友推薦
- Popular teachers' reputation (Ming Shi) 因為是名師
- Improve the subject you are good at or interested in 加強自己擅長的或感興趣科目
- Others (Open-ended answer) 其他

Part FOUR: Number of Subjects, Scores, and Years attended 第四部分：補習科目數、成績、補習參與年數

1. How many subjects in total did you have in cram school during high school? 你高中時補過幾科科目？

- Single subject 一科
- Two subjects 兩科
- Three subjects 三科
- Four and above subjects 四科以上 (含四科)

2. 請問你是補哪些科目呢？What subjects did you take in cram school?

- 國文 Chinese
- 英文 English
- 數學 Math
- 自然 Science (物理、化學、生物、地科)
- 社會 Social Studies (歷史、公民、地理)

3. How long did you attend cram school during high school? 你高中補過多久的習？

- 0.5 year 半年
- 1 year 一年
- 1.5 years 一年半
- 2 years 兩年
- 2.5 years 兩年半
- 3 years 三年
- 3 years and above 三年以上

4. What are your scores in General Scholastic Ability Test? (Ex. Chinese: 15 English: 15 Math: 15 Science: 15 Social Studies: 15 Total score: 75) 請問你的學科能力測驗成績多少？

Chinese: 國文：\_\_\_\_\_

English: 英文：\_\_\_\_\_

Math: 數學：\_\_\_\_\_

Science: 自然：\_\_\_\_\_

Social Studies: 社會：\_\_\_\_\_

## Part Five: Conclusion 第五部分：結語

In your opinion, what kind of student is suitable for cram school education? 你覺得補習適合怎樣的學生呢？\_\_\_\_\_

## Appendix B

Interview Questions (Interviewees having four different types of number of subjects took in cram school: one, two, three, four and above) (補習：單科、兩科、三科、四科以上) (補多久、補幾科)

1. What was your motivation for attending cram school? 你選擇補習的動機是什麼？
2. Did family financial factors influence the decision on/about cram school participation? 家庭經濟因素有沒有影響你做（補習）的決定？
3. In your opinion, what are the pros and cons of cram school education? 你覺得（補習）的好處跟壞處是什麼？
4. Did you quit participating in cram school class? If yes, why? If no, why? 你有沒有中途放棄過補習？如果有，是為什麼？如果沒有，是為什麼？
5. Do you think cram school education and regular school education conflict with each other? If yes, please give an example to specify the conflict? If no, why? 你覺得你補習教育跟學校教育有衝突嗎？如果有，是怎樣的衝突呢？如果沒有，為什麼？
6. Do you think cram school education is helpful for you? If yes, please give an example. If no, why? 你覺得（補習）對你有幫助嗎？如果有，可以舉例說說看嗎？如果沒有，為什麼？
7. Do you think cram school is suitable for you? 你覺得（補習）適合你自己嗎？
8. In your opinion, what kind of student is suitable for cram school education? 你覺得補習適合怎樣的學生呢？
9. In what way does cram school affect your study habits? 你覺得（補習）對你的讀書習慣有什麼影響？