

報告番号	※	第	号
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主論文の要旨

論文題目	The Effectiveness, Perceptions, and Practices of English Private Tutoring among Taiwanese Secondary School Students (台湾の高等学校の生徒における英語の個人指導の有効性、認識、および実践)
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論文内容の要旨

Private tutoring has expanded as a global phenomenon and is receiving increasing research attention, but evaluation studies on private tutoring are lacking. In general, private tutoring refers to activities outside of school with the intention to improve their English achievement in mainstream education and on high-stakes examinations. In recent years, despite the Taiwanese government has launched several educational reforms to reduce the over-reliance on private tutoring, the popularity of private tutoring is still growing. Rather, a number of research studies have been conducted on the effects of private tutoring on students' academic performance in various subjects. The findings are still inconclusive.

With a control group pretest-posttest experiment, the first set of quantitative research in this dissertation aims to examine the effectiveness of English private tutoring (EPT) on the academic performance of Taiwanese secondary school learners. One group of students (N=95) participated in EPT over a period of three months and was compared to a non-tutored control group (N=95). Using national college entrance exam data gathered in 2017 and 2018 and t-tests and difference-in-differences (DID) analysis, the present study found that differences in the effect of EPT on students' academic performance between the tutored and non-tutored group decreased in magnitude after considering the students' individual characteristics, family socioeconomic status, school type, and self-study practices. Among these variables, the time

students spent on self-study activities showed a more significant and positive effect than private tutoring. The findings from this study show that rather than investing in EPT, investing time and effort in self-study activities can lead to an increase in students' academic performance.

The second set of empirical analyses further adds four dimensions of parental involvement in the research model to estimate the effects of EPT on students' cognitive outcome through the activities of parental involvement. The findings showed that the effects of parents' EPT related activities, school contact, and self-study variables are significantly associated with students' increased GSAET (General Scholastic Ability English Test) scores in comparison to other dimensions of parental involvement such as discussions between parents and children and monitoring. Features of Taiwanese education where parents used EPT as a key strategy to improve their children's academic performance were discussed.

The first set of qualitative research investigated 35 Taiwanese learners' EPT experiences based on their reflections on language learning after finishing their secondary education. A background questionnaire and one-on-one semi-structured interviews were administered to collect participants' data. The present study found how the participants invested in EPT to attain academic results and overcome educational inequalities caused by socioeconomic status (SES). Lower-SES students also used EPT community as a medium to broaden their social network with those from higher-SES, with a hope to upward their social mobility. This study has implications regarding the use of self-study to regulate learners' learning processes, to construct learners' learning environment to meet their needs, to develop an effective mechanism for English language learning, and to mediate the investment in private tutoring. This study sheds light on the impact of private tutoring as it has become more than a form of shadow education to emerge into the light in mainstream contexts. According to Stevenson and Baker (1992), shadow education is defined as "a set of educational activities that occur out side formal schooling and are designed to enhance the student's formal school career" (p.1639).

Although the quantitative results in this study showed parents' EPT related activities, school contact, and self-study variables had a significant effect on students' academic performance, such statistics only present a partial picture of the private tutoring during the students' complicated educational process. Through the interviews with stakeholders, this study interpreted how parents relied on EPT among different options to support children's education and finally reached a consensus about EPT between parents and students and how shadow education counteracted equalization policies in mainstream through access to EPT and sorting mechanisms in EPT. The data collected showed that ranking, tracking, and labelling through EPT undermined the students' equal opportunities for learning at individual and institutional levels. These data from Taiwan contribute to the international analysis on private tutoring and add an important component to the broader conceptual literature.