

MASTER'S THESIS

The English language attitudes of students with behavioural problems in Hong Kong

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**THE ENGLISH
LANGUAGE ATTITUDES OF STUDENTS
WITH BEHAVIOURAL PROBLEMS IN HONG KONG**

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Abstract

The purpose of the study was to determine the associational relationship between the English language attitudes and the conduct of students. Two sets of questionnaires were employed in this study to collect information from teachers and students concerning their English language proficiency and the conduct of the respondents. Subjects were secondary 2 to 4 students whose conduct could be accurately evaluated by the teachers in terms of the number of conduct marks deducted. Subjects were then classified into two types: I) with behavioural problems and II) without behavioural problems according to the conduct scores reported by the teacher. Descriptive statistics were used to analyze the mean scores and ranks of the 23 statements in the questionnaires categorized by six orientations: i) Support of official use of English language; ii) Personal commitment to English language; iii) Integrative/Instrumental motivation; iv) Confidence in using English; v) Association of English with education; vi) Ethnic identity. Inferential statistics including two-way analysis of variance tests were used to determine whether there were significant differences in the English language attitudes between students with and without behavioural problems. Results of descriptive statistics showed that both students with and without behavioural problems generally showed positive English language attitudes. The mean scores of the 23 statements in the questionnaire rated by students with behavioural problems were higher than those of students with no behavioural problems, indicating less agreement with the statements. Results of inferential statistics such as two-way analysis of variance tests revealed significant between-the-group differences that students with behavioural problems had comparatively poorer English language proficiency. Findings of this study showed that students with more positive English language attitudes had fewer behavioural problems while students with negative English language attitudes had more behavioural problems. Given the explored significant associational relationships between the English language attitudes and the conduct of students, it was postulated that English language attitudes might affect the conduct of students. Further investigations on a larger scale should be conducted to investigate the causal relationship between the effects of English language attitudes on the conduct of students. The recent educational policy of using Chinese as the medium of instruction (the mother-tongue teaching) at all secondary school levels not only improves the academic standards and the language proficiency of students but may subsequently establish a constructive learning and teaching environment, especially for students with behavioural problems.

內容摘要

本研究旨在探求學生對英語的態度與其操行之間的關係。此研究採用了兩組問題，以從老師及學生中取得有關回覆者英語流利程度及操行的資料。研究對象是操行可以根據被扣減的操行分數目而準確地評估操行的中二至中四學生。對象根據老師的操行分報告可分作有行為問題及沒有行為問題的兩類學生。描述性的統計被用作分析問卷中二十三條問題的平均分數及排名。該二十三條問題可歸納為六方面：一、正式英語運用的輔助，二、個人對英語的承擔，三、完整/促進的動力，四、使用英語的信心，五、英語與教學的聯繫，六、種族。包括對有分歧的測試作出的雙向分析在內的推段性統計用作探求究竟有行為問題及沒有行為問題的學生之間在對英語的態度上有沒有差異，結果顯示兩類學生皆對英語持正面的態度。有行為問題的學生在問卷的二十三條問題中的平均得分較沒有行為問題的學生為高，表示他們較不同意問題的說法。推段性統計，例如對有分歧的測試作出的雙向分析結果顯示，有行為問題的學生的英語較不流利。此研究結果顯示對英語持較正面態度的學生有較小的行為問題；而另一方面對英語持負面態度的學生有較多的行為問題。根據研究發現的學生對英語的態度與其操行之間的關係，我們可以推斷出學生對英語的態度有影響其操行的可能。進一步對英語態度與操行之間的關係的更大型調查是應該展開的。近期有關在中學採用中文為教學語言(母語教學)的教育政策不單能提高學生的學術水平及語文能力，更能建立更正面的教學環境，尤其是對一些有行為問題的學生較為合適。

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