

MASTER'S THESIS

Classroom interaction and teachers' beliefs in second language teaching: a case study of four EMI and CMI secondary school L2 teachers in Hong Kong

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**CLASSROOM INTERACTION AND TEACHERS'
BELIEFS IN SECOND LANGUAGE TEACHING:**

**A CASE STUDY OF FOUR EMI AND CMI
SECONDARY SCHOOL L2 TEACHERS**

IN HONG KONG

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Abstract

In second language teaching, it is believed that teachers' beliefs can be an important unique element through which second language teachers make instructional decisions, choose instructional materials, and select certain instructional practices over others. Current research on examining the beliefs of experienced L2 teachers in second language teaching is rather limited in Hong Kong context. In consequence of this lack, this study aims to explore what beliefs EMI and CMI secondary school L2 teachers hold in L2 teaching and to investigate whether they hold different beliefs in L2 teaching. It also attempts to examine what classroom interaction patterns L2 teachers have in L2 teaching and to find out whether they have differences between the classroom interaction patterns in between these two groups of secondary schools. Two EMI and two CMI experienced L2 teachers participated in this study. Each of them taught one lesson in grammar teaching and another in reading comprehension teaching. Pre-lesson interviews, audio-taped lesson observation and post-lesson interviews were conducted. Data from the lesson observation of the actual L2 classroom practice, the results show that four L2 teachers held a variety of similarities in L2 classroom interaction patterns. The most significant observed patterns were teacher-centered talk, the preferred use of display questions, teachers' feedback and selecting of salient topics. Data from the lesson observation and the responses of the post-lesson interviews, the results show that four subjects held different beliefs in L2 teaching towards the nature and interaction hypothesis in L2 learning, about the theoretical orientation and major perspective, about the grammar teaching instruction and the use of grammatical terminology, about the reading comprehension instruction, and about the use of first language in L2 teaching.

撮要

在教授第二語言的領域裡，一般相信教師的信念可以成爲一個重要而獨特的元素，讓這些教師能作出有關教學的眾多決定，挑選教材及選擇執行某些教學方式並秉棄其他做法。有關本港經驗豐富的第二語言教師抱持甚麼信念的近代研究並不算多，因此本研究旨在了解英文中學及中文中學的第二語言教師對於教授第二語言抱持甚麼信念，同時比較這兩類教師的信念有否異同。本研究亦嘗試尋找第二語言教師在教授第二語言時有何特定的師生互動模式，以及研究這些互動模式在兩類中學裡有否異同。來自兩所英文中學及兩所中文中學的數位經驗豐富的第二語言教師參與了是項研究。他們都各自教授一課英文語法課及一課閱讀理解課。期間進行了課前訪問、經錄音的觀課以及課後訪問。第二語言課堂的實地觀課結果顯示四位第二語言教師在第二語言課堂內都顯出類似的師生互動模式，其中最顯著的模式是發言以教師爲主、展示性問題較受重用、教師選擇突出題目並作出回應。觀課及課後訪問的回應結果則顯示四位受訪者對第二語文教學抱持不同意見，他們對學習第二語言的本質與師生互動的假設抱不同態度，其中包括理論取向及主要理念、語法的教授及其如何運用語法專有名詞、閱讀理解的教授、以及在教授第二語言時使用母語的情況。

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