

## MASTER'S THESIS

### Task-based learning in Hong Kong: a study of the textbooks used in Hong Kong

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Task-based Learning In Hong Kong –  
A Study Of The Textbooks Used In Hong Kong

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## **Abstract**

Task-based Learning has been officially recommended in the New Syllabus of English 1999. Some textbook publishers have responded to the change of the syllabus and published a new series of textbooks based on the Task-based Learning approach. Since textbooks are widely used in teaching English in Hong Kong, the present author carried out research concerning the quality and quantity of the tasks provided in the textbooks.

The objectives of this research are 1) to understand the types of tasks provided in the textbooks, 2) to study the balance between structured tasks and communicative tasks in the textbooks, and 3) to investigate whether there is a suitable progression of communicative tasks in the textbooks so as to develop learners' communicative competence.

Two sets of textbooks, Impact and New Target, are chosen for analysis by looking at the units under an organizing module in each set of textbooks. Moreover, two tables are designed in this research for measuring the balance of tasks and the progression of the communicative tasks offered in the selected units. It is found that the majority of the tasks provided in the textbooks are pre-tasks, that is, exercises which focus on form rather than meanings.

Both sets of textbooks offer grammar exercises. In Impact, the grammar exercises are not contextualized. However, all the exercises are contextualized to the theme of the units in New Target. Most importantly, all the communicative tasks in New Target and Impact offer progression in both grammatical competence and cognitive development but the communicative tasks in Impact are not systematic. There is no

linkage between the communicative tasks. By contrast, all the communicative tasks in New Target are well-organized. They are designed under the theme of the units.

## 摘要

在最近公佈的英文課程一九九九中，課業為本學習被建議採用於英語課堂中。市場上已有一些採用課業為本學習的相關課本，在香港的英語教學中，課本是主要的教學資源；故此，本人以課本中的課業為研究題材，看看這些課業的質與量。透過這份論文，本人希望對下列三點作出研究：

- 1) 課本中提供的課業類形。
- 2) 課本中文法句式性課業 (structured tasks) 與傳意課業 (communicative tasks) 的比例。
- 3) 傳意課業 (communicative tasks) 是否有一個適當的進度發展學生的傳意能力 (communicative competence)。

在這論文中，本人會比較兩系兩的課本—Impact 和 New Target，為了對整系列的課本有更深入的了解，三個年級的課本會用來研究—中一，中三及中五。另外，本人亦設計了兩個圖表以方便比較文法句式性課業 (structured tasks) 與傳意課業 (communicative tasks) 的比例及傳意課業 (communicative tasks) 的進度。

結果發現在這兩個系列的課本中，大多數的課業都是預備性課業 (pre-tasks)，這些課業只是針對語文的構成 (form) 而忽略了語文重要的目的—意思的溝通。但是這兩系列的課本中的傳意課業 (communicative tasks)，不但為學生的言語能力 (linguistic competence) 方面提供適當的進度，同時亦關注學生的認知發展 (cognitive development)。

## Table of Contents

<b>1. Rationale</b>	P.1
<b>2. Research Questions</b>	P.4
<b>3. Literature Review</b>	P.5
3.1 Development of Task-based Learning	P.5
3.2 Definition of Task	P.14
<b>4. Methodology and Justification</b>	P.27
<b>5. Findings and Analysis</b>	P.31
5.1 Organization of Textbooks	P.31
5.2 Balance of Structured Tasks And Communicative Tasks	P.36
5.3 Progression of Communicative Tasks	P.42
5.4 Overall Comparison of Impact and New Target	P.58
<b>6. Discussion</b>	P.62
<b>7. Recommendations</b>	P.71
<b>8. Conclusion</b>	P.76
<b>References</b>	P.78

Appendix A – Table 1: Distribution of Tasks

Appendix B – Table 2: Progression of Communicative Tasks

Appendix C – Contents Pages of Impact

Appendix D – Contents Pages of New Target

Appendix E – Impact 1 Unit 6: The Best Place In The World

Appendix F – Impact 3 Unit 4: Gestures

Appendix G – Impact 5 Unit 10: Superstition

Appendix H – New Target 1B Unit 12: On the Farm

Appendix I – New Target 3B Unit 8: going Green

Appendix J – New Target 5 Unit 3: Pollution