

MASTER'S THESIS

Learning through English medium instruction in Hong Kong: a case study of five secondary one students

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**LEARNING THROUGH ENGLISH MEDIUM INSTRUCTION
IN HONG KONG:
A CASE STUDY OF FIVE SECONDARY ONE STUDENTS**

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ABSTRACT

It is believed that primary school-leavers with high academic ability are suitable for using English as medium of instruction in secondary schools. And studying in English medium schools implies more exposure to English and more exposure to English implies higher English proficiency.

This study attempts to investigate the following issues. Firstly, if primary school-leavers with high academic ability have any difficulties in learning through English in their first year in English medium schools. Secondly, if the English acquisition of those students is really benefited from more exposure to English in the EMI schools. Lastly, if parental support and other affective variables have any effects on the students' process in their second language acquisition.

The results show that the students with 'high academic ability' may not necessarily have high English proficiency to enable them to learn through English medium. The students who are able to overcome the learning difficulties by means of hardworking may not whole-heartedly support using English as the medium of instruction. Studying in English medium schools does not necessarily have more exposure to English. The exposure to English does not always result in high English proficiency. Parental support and other affective variables do play an important role in the second language acquisition of the students.

摘要

據稱小六學生只要擁有高學術水平，就能適應以英語作為教學語言的中學教育。同時，在英文中學就讀的學生會有更多接觸英語的機會，而多接觸英語就能提高英語水平。

本論文就以下幾個問題作詳細探討：（一）擁有高學術水平的小六畢業生在英文中學就讀的第一年，是否會因用英語來學習其他科目而遇到困難，（二）學生是否因在英文中學就讀，有多些機會接觸英語，而有助他們學習英語，（三）父母的支持及其他情感因素是否會對學生學習英語的過程有影響。

結果顯示擁有高學術水平的小六畢業生，未必擁有高英語水平，使能到達以英語作為教學語言的目的；勤奮好學的學生，雖然能因著努力而解決學習上的困難，但未必全然支持以英語作為教學語言；在英文中學就讀的學生未必有更多機會接觸英語；多接觸英語未必會提高英語水平；父母的支持及其他情感因素，在學習第二語言的過程中，佔一重要位置。

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