

MASTER'S THESIS

The Chinese linguistic codes in Hong Kong: a case of bilinguality in the classroom

Chui, Hung Fun

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THE CHINESE LINGUISTIC CODES
IN HONG KONG - A CASE OF BILINGUALITY
IN THE CLASSROOM

BY

CHUI, HUNG FUN
STUDENT NO. 92400051

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ABSTRACT

The present study is a look into the bilingual situation with respect to the Chinese language in Hong Kong (HK) classrooms. The bilinguality here refers to the linguistic codes of Cantonese and Modern Standard Chinese (MSC). It first deals with the clarification of two perceptual discrepancies that Hong Kong people usually have on the Chinese language: firstly with the perception that Chinese is our mother-tongue where Chinese is taken as a kind of a generic term which does not specify the variety of Chinese spoken; secondly with the unawareness that Modern Standard Chinese (MSC) is the written mode of another variety of Chinese. These discrepancies are clarified with regard to the basic differences between Cantonese and Putonghua and with regard to the difference between speaking and writing. Then the bilingual situation in the classrooms is analysed according to pronunciation and vocabulary.

1. Introduction
 - 1.1 Language, dialect and codes
 - 1.2 Language Reality in Hong Kong
 - 1.3 Cantonese in Hong Kong Classrooms
 - 1.4 Aim and Scope

2. Cantonese and Putonghua/MSC
 - 2.1 Phonology
 - 2.2 Syntax
 - 2.2.1 Comparative Constructions
 - 2.2.2 Disposal Forms
 - 2.2.3 Passive Constructions
 - 2.2.4 Double-object Construction
 - 2.2.5 Position of adverbs
 - 2.3 Vocabulary
 - 2.4 Speaking and Writing

3. Methods and Procedures
 - 3.1 Initiation-Response-Evaluation
 - 3.2 Language-Correct-Process Model
 - 3.3 Selection of Sample
 - 3.4 Data Collection Procedures
 - 3.5 Data Transcription

4. The Analysis
 - 4.1 Introduction
 - 4.2 Pronunciation
 - 4.2.1 The teaching of MSC pronunciation
 - 4.2.2 The reception of MSC pronunciation
 - 4.2.3 The use of MSC and (Vernacular) Cantonese Pronunciations.
 - 4.3 Lexicon
 - 4.3.1 The Teaching of the MSC Norm
 - 4.3.2 The Reception of the MSC Norm
 - 4.3.3 The Use of the Two Codes

5. Discussion and Conclusion
 - 5.1 Findings
 - 5.1.1 Bilingual Teaching and Learning of MSC Pronunciation
 - 5.1.2 Bilingual Teaching and Learning of MSC Vocabulary
 - 5.2 Implications from the Chinese Language Bilingual Situation in Hong Kong