

MASTER'S THESIS

Secondary school English language teachers' perception of the communicative language teaching in Hong Kong

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Date of Award:
1996

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**SECONDARY SCHOOL ENGLISH LANGUAGE TEACHERS'
PERCEPTION OF THE COMMUNICATIVE LANGUAGE
TEACHING IN HONG KONG**

By

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A Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of

MASTER OF ARTS IN LANGUAGE STUDIES

HONG KONG BAPTIST UNIVERSITY

August 1996

ABSTRACT

The aim of this dissertation is to examine the English Language teachers' perception of the communicative language teaching in the Hong Kong secondary schools.

The examination starts with a literature review of theories of communicative language teaching, looking into various approaches and teachers' attitude towards the communicative approach. The second part of the dissertation consists of background and extent of communicative language teaching in Hong Kong. The third part is the methodology of the study, including the subjects sampling method, scaling method, item construction, instrument and procedure of data collection, data processing, hypotheses, a diagrammatic model of hypotheses and method for data analysis. The fourth part consists of a survey of the perception of the secondary school English language teachers in Hong Kong on communicative language teaching. The teachers' attitudes towards the communicative language teaching are explored to see to what extent the CLT is perceived as an applicable approach implemented in the context of Hong Kong secondary schools and to investigate its associations with teachers demographic data of teaching experience, teaching class, professional educational level - English major, English learning experience and having heard of the CLT. It also discusses the interesting findings that arise from the study..

The dissertation concludes by discussing the implications, the limitations and the pedagogical insights of the study with a view to improving English language teachers' skills in using CLT in Hong Kong secondary schools.

摘要

這份論文是用來審查香港中學的英文科老師對傳意式教學法的看法。

審查由傳意式教學法的著作檢閱的理論開始，著重於老師對傳意式教學法的不同角度，觀點和態度。第二部份的論文包括香港的傳意式教學法的背景和採用程度。第三個部份是研究的方法，其中包括研究對象抽樣方法，量度方法，項目組成，工具和資料搜集的步驟，資料處理，假定，假定模式圖形和資料分析的方法。第四部份包括中學英文科老師對傳意式教學法態度的研究。而且發掘英文科老師對傳意式教學法的態度和這個傳意式教學法在香港中學如何合適推行的方法。並調查它與老師個人特質的關係，包括教學經驗，教學級別，專業教育程度--主修英文，英文學習經驗和已聽聞傳意式教學法和討論研究所得的重點。

這篇論文的最終部份討論傳意式教學法的影響及研究其在教學上的限制及意義。

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