

MASTER'S THESIS

An analysis of social & psychological factors in learning English as a second language in Hong Kong

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Date of Award:
1998

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**AN ANALYSIS OF SOCIAL & PSYCHOLOGICAL FACTORS
IN LEARNING ENGLISH AS A SECOND LANGUAGE
IN HONG KONG**

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**A Dissertation Submitted in Partial
Fulfilment of The**

MASTER OF ARTS IN LANGUAGE STUDIES

HONG KONG BAPTIST UNIVERSITY

AUGUST 1998

ABSTRACT

The purpose of this study is to analyze the relationship between six social and psychological factors, which are derived from Schumann's Acculturation Model, and English language attainment among junior secondary students in Hong Kong. Two hundred Form 1 students, half from a band 1 secondary school, and half from a band 5 secondary school, were compared with regard to their English language attainment and their social backgrounds and psychological conditions. The findings showed that there were significant correlation between these social and psychological factors and the students' English language attainment. Some of them are positively correlated, and some are negatively correlated. These findings also suggest that understanding a student's individual needs and problems in English language learning, and providing a more interesting and appropriate English language learning process are particularly necessary for those who have been suffering from failure and frustrations. Benefited from these measures, they could probably regain the confidence and interest in learning English as a second language.

摘要

本文的目的是為了分析六個社會及心理因素與香港初中學生英語成績的關係。這六個社會及心理因素乃取自 Schumann 的“文化適應模式”(Acculturation Model)。這個研究共選取了二百名中一學生，其中一半來自一所第一等組別的中學，另一半來自一所第五等組別的中學。他們的社會背景及心理因素與英語成績被用作比較和分析。數據顯示，這些社會背景及心理因素與學生的英語成績有顯著的關係；其中有正相關，也有負相關的關係。這些數據同時亦提示，教育工作者應該加強瞭解個別學生在學習英語過程中的需要及所遇到的困難，並特別針對這一群在學習英語過程中屢遭挫敗，以致失意頹唐的學生提供一個更有趣味的、更切合他們需要的英語課程。他們得益於這些措施後可能會重獲信心和興趣來學習第二語言——英語。

Contents

Chapters	Pages
I. INTRODUCTION	1
1.1. Background	1
1.2. Purpose of the Study	2
1.3. Rationale	3
1.4. Working Definitions	5
II. THE LANGUAGE SITUATION IN HONG KONG	9
2.1. The Sociolinguistic Environment of Hong Kong	9
2.2. The Role of English in Hong Kong	11
2.3. English Language Teaching in Hong Kong	11
III. LITERATURE REVIEW	14
3.1. Three Major Categories of Variables Accounting for Second Language Achievement	14
3.2. Previous Studies on Second Language Acquisition with Respect to Acculturation Model	15
3.3. Previous Studies on H.K. Students' Language Attitude	18
3.4. Other Studies on Second Language Acquisition with Respect to Individual Variables Outside H.K. Settings	24
IV. METHODOLOGY	25
4.1. Subjects	25
4.2. Instruments	25
4.2.1. Measures of Second Language Achievement	26
4.2.2. Questionnaire	27
4.3. The Pilot Study	28
4.4. Procedure	29
V. FINDINGS & DISCUSSION	31
5.1. Descriptive Statistical Summary & One-way Analysis of Variance (ANOVA)	31
5.2. Correlation Analysis	48
VI. CONCLUSION	55

APPENDICES	58
Appendix A Other Studies on Second Language Acquisition with respect to Individual Variables Outside H.K. Settings	58
Appendix B Questionnaire	61
REFERENCES	69