

## MASTER'S THESIS

### A study of the language of tertiary students carrying out task-based group work

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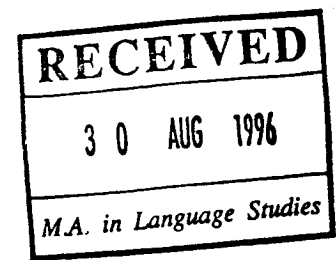
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**A STUDY OF THE LANGUAGE OF TERTIARY STUDENTS  
CARRYING OUT TASK-BASED GROUP WORK**

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## Abstract

This study focuses on the language, particularly Cantonese, used in task work by tertiary students who are bilinguals speaking Cantonese as their mother tongue and English as their second language in an academic context. It begins with a critical review of the methodologies of English language teaching that have been discussed in the literature. Among these, the task-focused teaching and learning methodology has been prevalent and widely adopted in language classrooms. Students are required to use the target language, English, to communicate for the completion of the task. It is claimed that both comprehensible input and output are available to facilitate the teaching and learning process. However, a certain amount of Cantonese is often used during learners' negotiation of meaning and exchange of ideas. The Cantonese used is analyzed in terms of grammar, functions, stages of communicative sessions, and sex difference. It is suggested that codeswitching is mainly related to the learners' linguistic deficiency shown in the data collected. The possible implications of the learning strategies are also investigated.

## 序

本論文寫作動機是關於語言方面的研究；主要針對以廣州話爲第一語言，而以英語爲第二語言的專上學生，當他們進行英語學習活動時，時常有夾雜廣州話的通病，從而作出爬梳整理的研究。本論文首先在所蒐集到的文獻上，有關英語教學法的內容研究，而其中一種以「任務爲基礎」的教學法則被廣泛採用於課堂上，而能驗證可使學生順利地運用英語完成各種活動。

一般言之，如果學生在英語學習或運用過程中，能夠準確掌握英語的材料，則當使用英語思維之際，必能「得心應手」；但事實上，香港現今一般大專學生往往在進行英語交談、研討問題或交換意見的時候，常不自覺夾雜廣州話的現象出現。

因此，本論文試圖透過所掌握到的學生運用英語時所夾雜的廣州話的資料，全面就語法、功能、交談時段及學生性別差異四方面分析研究廣州話的特色。透過這項分析研究，學生偏愛中英語言夾雜運用，亦與學生語文水平偏低大有關係。因此之故，本論文亦針對這種弊端，提出一些有效的教學法，以補其不足之處。

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