

MASTER'S THESIS

English learning in bilingual school settings: a perspective of a few secondary schools in Hong Kong

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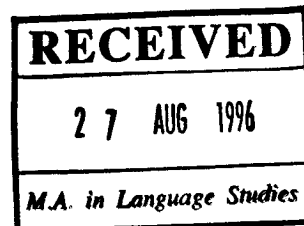
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ENGLISH LEARNING IN BILINGUAL SCHOOL
SETTINGS: A PERSPECTIVE OF A FEW
SECONDARY SCHOOLS IN HONG KONG

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ABSTRACT

This paper is based on a research project which was conducted with the participation of 409 Form 4 students from three schools in Hong Kong. The major research theme is to investigate the subjects' general attitudes toward learning English as a second language in Hong Kong contexts and toward the use of English as the media of instruction. The project is aimed at contributing to the teaching of English in Hong Kong, providing insights into the essence of the current problems. It discusses the background for the implementation of the bilingual program in Hong Kong and compares the bilingual program of Hong Kong with the French Immersion Program of Canada.

The research is qualitative in nature, using a series of methodology in this regard such as questionnaire investigation and the examination of documentary materials.

The major findings are (1) on the whole students of average and low abilities do not have positive attitude toward the learning of English; (2) students' English proficiency is related to their attitude and exposure to the language; (3) since students of poor aptitude have difficulties understanding spoken and written English, they prefer to learn through their mother tongue.

Based on these findings, it is proposed that the late immersion program should be the feasible solution to the dilemma in teaching English; some measures should be necessary to make the bilingual program a real choice for parents and students; teacher training should be reinforced to produce more qualified local teachers of English. The key point to make bilingual education successful is to increase comprehensible linguistic input for instrumentally motivated Hong Kong students.

摘要

本論文基於一個 409 名來自香港三所中學的中四學生所參加的研究項目。研究的主題是調查這些學生在香港環境裡對學習英語以及英語作為教學媒介的一般態度。這個研究項目的目的是為香港的英語教學作出一點貢獻，為瞭解現存問題的實質提供一些看法。論文討論了香港實施雙語教育課程的背景，並將這一課程與加拿大的「法文滲透型課程」作了比較。

這項研究是定性分析，使用了諸如問卷調查和評審文獻資料等一系列有關的方法。

調查的主要發現有：(1) 從整體來說，學習能力中等及較低的學生對英語學習沒有積極的態度。(2) 學生的英語水平與其學習態度及接觸英語的程度相關。(3) 能力較差的學生對英語口語和書面語的理解均有困難，故偏向於使用母語學習。

根據這些調查結果，本文提出「延遲式的滲透型課程」，對打破英語教學困境是一個可行的辦法；要使雙語教育課程真正可供學生和家長選擇，還需要採取一些其他的措施；要加強師資培訓，以造就本地的合格英語教師。對於把英語當作工具的香港學生來說，要使雙語教育成功，關鍵在於增加可懂的語言信息輸入。

CONTENTS

	Page
CHAPTER ONE: INTRODUCTION	1
1.1 Bilingualism in Hong Kong	1
1.1.1 Definition and Description of Bilingualism	1
1.1.2 Bilingualism in Hong Kong	3
1.1.3 Language Development and Language Policy in Hong Kong	7
1.1.4 Status of English and Chinese	9
1.1.5 New Language Situation in Light of 1997	11
1.2 The present study	14
1.2.1 The purpose of this study	14
1.2.2 Research questions and hypotheses	15
1.2.3 Rationale for the hypotheses	16
1.2.4 Limitations	18
CHAPTER TWO: REVIEW OF RELATED LITERATURE	19
2.1 Comments on the attitude and motivation of ESL learners	20
2.2 Theories on attitude and motivation	22
2.3 Bilingualism, intelligence and cognitive functioning	28
2.4 Bilingualism and its educational implications	31
CHAPTER THREE: METHODOLOGY AND DATA PRESENTATION	34
3.1 Methodology	34
3.1.1 Design of the questionnaire and test batteries	34
3.1.2 Pilot work	36
3.1.3 Procedure	36
3.1.4 Analysis of data	38
3.2 Statement of results	40
CHAPTER FOUR: FINDINGS AND ANALYSES	60
4.1 Students' motivation and attitude	60
4.2 Students' ethnolinguistic attitude	60
4.3 The role of comprehensible input	62
4.4 The medium of instruction	64
	67

4.5	Deficiencies of bilingual education in H.K. - A comparison with the Canadian Immersion Program	72
4.5.1	The medium of instruction	73
4.5.2	The traditional teaching approach and the lack of comprehensible input	75
4.5.3	The student in the program and the choice of program	77
4.5.4	Shortage of qualified human resources	78
4.5.5	A great variety of students' entrance L2 ability	79
4.5.6	Abilities in L1 and L2	79
 CHAPTER 5: IMPLICATIONS AND RECOMMENDATIONS		 81
5.1	Recommendations for the bilingual program in Hong Kong	81
5.1.1	The applicability of late immersion program in Hong Kong	81
5.1.2	Optional bilingual program and the implementation of mother tongue instruction	86
5.1.3	Increasing comprehensible input in school settings	89
5.1.4	Provision and training of qualified human resources	90
5.1.5	Modifications of the present teaching approach	91
5.2	A discussion of the current policies in the light of Education Commission Report No. 6	92
5.2.1	Benchmark qualifications for language teachers	93
5.2.2	Measures on recruitment of native English teachers	94
5.2.3	The Government's initiatives on encouraging Chinese Medium of Instruction (CMI)	95
 SUMMARY OF FINDINGS AND CONCLUDING REMARKS		 97
APPENDICES		101
	APPENDIX A: F.4 ENGLISH TEST	101
	APPENDIX B: F.4 STUDENT QUESTIONNAIRE	104
	APPENDIX C: TEACHER'S GUIDELINE AND FOLLOW-UP FORM	108
	APPENDIX D: EXTRACTS OF SURVEYS CONCERNING THE MEDIUM OF INSTRUCTION	109
 REFERENCES		 111