

## MASTER'S THESIS

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

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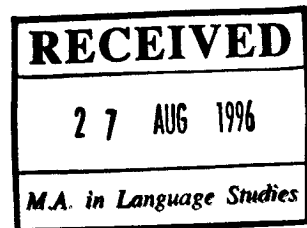
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ENGLISH LEARNING IN BILINGUAL SCHOOL  
SETTINGS: A PERSPECTIVE OF A FEW  
SECONDARY SCHOOLS IN HONG KONG

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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。

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