

MASTER'S THESIS

The learning of spelling among Hong Kong secondary students

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**THE LEARNING OF SPELLING AMONG HONG KONG
SECONDARY STUDENTS**

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Abstract

In Hong Kong, the Education Department has adopted the Whole Language Approach on the learning of English ever since 1990s. Thus, most of the students are encouraged to memorize the spelling of words by heart without acquiring anything on the spelling system or spelling strategies. Some students work very well and become good spellers while others fail.

In light of this, this study is designed to examine if learners who score high marks in dictations share the characteristics of good spellers; while those who score low marks share the characteristics of poor spellers, in terms of the types of mistakes they made; the claimed knowledge of spelling strategies, the claimed use of spelling strategies, as well as their beliefs about word study. It is hoped that the results of this study can provide us with a better understanding of how well the whole language approach works with regards to spelling acquisition.

論文摘要

香港教育署 (Education Department) 早於 1990 年, 已採用了 Whole Language Approach 來教授英語. 此教學法認為, 學生應透過日常的英語運用, 來學習及記憶英詞的串法. 故此, 不鼓勵就英詞詞組的組成系統及英詞串字法的技巧, 作獨立教授.

在此情況下, 學生多被鼓勵以強記的方式來背誦英詞的串法. 然而, 並非所有學生均能順利地掌握英詞的串法. 有見及此, 本文希望透過研究中學生英默成績及其英詞串字的發展程度, 來評估 Whole Language Approach 教學法在教授學生學習英詞串字方面的成效.

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