

MASTER'S THESIS

Language problems experienced by S.4 students during the change from CMI to EMI in a secondary school in Hong Kong

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**LANGUAGE PROBLEMS EXPERIENCED BY
S.4 STUDENTS DURING THE CHANGE FROM CMI TO
EMI IN A SECONDARY SCHOOL IN HONG KONG**

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ABSTRACT

The transition of medium of instruction from CMI in junior forms (S.1-S.3) to EMI in senior forms (S.4-7) in secondary schools has only occurred in recent years since the Hong Kong government started to implement the new medium of instruction policy in September, 1998. This study attempts to investigate the language problems that S.4 students would have when there was CMI in their junior forms but EMI in their senior forms, and the suggested solutions to the problems.

A research was carried out in an aided school in Tai Po. The subjects included all S.4 students, S.4 English Language teachers, S.4 teachers teaching EMI subjects and the principal. Six research questions were addressed and a multi-method approach was adopted. Both qualitative and quantitative data were collected and analysed.

Findings of the study show that S.4 students did have language problems during the change from CMI to EMI. The English Enhancement Programmes and Bridging Programmes were implemented to help solve the problems. Students, teachers and the principal preferred EMI policy though there was an adverse effect on learning.

It is hoped that the findings can help in policy formulation and program development in those secondary schools which have the similar situation.

摘要

一九九八年九月開始，香港政府實施新語言教學政策。近年來，為數不少的中文中學，在中四時轉為英語教學。本論文嘗試探討這些中四學生在初中時接受中文教學，在高中時卻要接受英文教學，所遭遇到的語言困難問題，以及建議解決方法。

這項研究在大埔一所津貼中學進行。研究對象包括所有中四學生，所有中四英文教師，所有以英語教授學科的中四教師以及該校校長。本論文致力於六條研究問題，並採用多種方法的途徑去處理。定性和定量資料都被收集和分析。

研究結果顯示，這些中四學生在教學語言轉變的情況下，的確有語言困難問題。為了幫助學生解決語言困難問題，學校實施英語增潤課程和銜接課程。雖然教學語言的轉變，對學生的學習有不利的影響，但是大多數學生、教師和校長都寧願選擇於中四時轉為英語教學。

盼望這些研究結果，會對那些有類似情況的中學，在政策構思和課程發展方面有所幫助。

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