

MASTER'S THESIS

A comparative study of motivation for learning English in CMI and EMI classes

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A Comparative Study of
Motivation for Learning English
in CMI and EMI Classes

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Abstract

Motivation plays a crucial part in second language learning. In Hong Kong, second language learning means learning English. Students start learning English when they enter school. Learning English is one of the important experiences in school. Nowadays, some people criticize that the standard of English among Hong Kong students is dropping. Hong Kong students have high motivation but low proficiency in learning English.

The present study aims to investigate the motivation for learning English among Hong Kong students. It was conducted in a Direct Subsidy School that includes both CMI and EMI classes in the school. The main purpose of the study is to explore the motivation for learning English in CMI and EMI classes. In addition, it tries to find out the difficulties of students in learning English and how they cope with the difficulties.

Both questionnaires and interviews were used in this survey. 132 and 88 questionnaires were sent to Form Two students in CMI and EMI classes respectively. The motivation for learning English was collected through the questionnaires. In addition, 15 Form Two students in CMI and EMI classes were interviewed in order to express their opinions about difficulties and coping methods in learning English.

The findings show that both CMI and EMI students have high instrumental or extrinsic motivation for learning English. They learn English in order to get a better job, to pass examinations and to further studies. In addition, EMI students also have integrated or intrinsic motivation for learning English. They seem to like English, can appreciate English and wish to integrate into the culture of the target language. This useful information enables ESL teachers to understand the motives for students to learn English so that they can make improvements in the learning environment, teaching methodology, teaching materials and language policies inside the school.

撮要

動機，在學習第二語言上佔有重要地位，而在香港第二語言是指學習英文。事實上當學生開始讀書的時候，他們已經需要學習英文，因此學習英文在學校生活經驗中是十分重要的。今天有些人批評香港學生的英文水準不斷下降，可說是高動機，低效能的學習。

本研究是探討香港學生學習英文的動機。這是在一間同時擁有以中文為授課語言和以英文為授課語言班級的直資學校內進行。這項研究除了探討學習英文動機外，還有找出他們學習英文的困難和解決方法。

在這項研究中會利用問卷調查和訪問收集數據和意見，當中一三二份和八十八份問卷分別發給中文班和英文班的同學填寫，以便收集中二級學生對學習英文的動機，同時亦會對十五名中二級中文班和英文班的學生進行訪問，以了解他們學習英文時的困難和解決方法。

調查結果顯示中文班和英文班的同學有強烈的「外在性動機」，他們學習英文旨在能找到一份好工作，考試合格和能夠繼續升學。但英文班的同學亦同時擁有「內在性動機」，他們喜歡英文，能欣賞英文和融入英語環境中學習。這些有用的資料讓英文教師明白他們學習英文的動機和困難，以便在學習環境，教學方法和材料，以致學校的語言政策上作出改善，令學生更有效地學習。

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