

MASTER'S THESIS

Mixed code in Hong Kong: a hypothesis and a description

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**MIXED CODE IN HONG KONG:
A HYPOTHESIS AND A DESCRIPTION**

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ABSTRACT

Hong Kong is a monolingual society where roughly 98% of its population use Chinese for everyday communication. Yet for political reasons, over 90 percent of the students in secondary schools have to learn through their second language - English. When secondary education used to be the privilege of the more able students, learning through a second language seemed to pose little problem. However, since the introduction of compulsory education for all up to junior secondary level in 1987, the average academic standard of students has been declining and teaching through pure English has become increasingly difficult. In fact, teachers today find that they can no longer teach effectively through the single medium of English and most have resorted to using a mixed code (English + Cantonese) in classroom teaching.

This paper attempts to provide justification for this practice. Given the unfortunate situation that students are not permitted to learn through their mother tongue, the use of mixed code does contribute to more effective learning for students who are weak in the second language through which teaching is supposed to be conducted.

香港是一個單一語言的社會，中文是日常溝通的語言文字。由於政治因素，令到香港有超過90%的中學生必須透過第二語言（英語）來學習。在過去，中等教育是精英制，能力高的學生透過第二語言學習各科目並沒有出現很大的問題。但是，自從1978年實施九年普及教育以來，學生的學業水平不斷下降，這一群學業水平下降的學生，要他們利用第二語言去學習，就顯得無能為力了。事實上，現今的老師們都承認，他們不能只用英語就能有效地授課，有不少老師已採用了混雜語言的模式（中、英語並用）來教學。

本文的要旨是嘗試提供一個理據去肯定這種混雜語言的教學模式的價值。讓人们知道第二語言能力較差而又不容許運用母語學習的學生，這種混雜語言的教學模式實有助於這群可憐的莘莘學子的學習。

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