ANALYSIS OF SPEAKING TASKS 
IN A HONG KONG PRIMARY SCHOOL TEXTBOOK

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Abstract

Task-based Learning has been officially recommended in the New Syllabus of English (Primary 1-6) since 1997. Most textbook publishers have responded to the change of the syllabus and published a revised series of textbooks based on the task-based approach. Since textbooks are used for teaching English in most Primary schools and are regarded as the main source of academic input to learners, the present researcher investigated the quantity and quality of the tasks provided in one set of textbooks widely used in local Primary schools.

The objectives of this research are 1) to find out the features of the tasks provided in the textbooks; 2) to examine the extent to which they are communicative; 3) to investigate the developmental features of the tasks in developing learners’ communicative competence.

The whole set of textbooks used in the researcher’s school were analysed by examining the relevant units under two related modules in Key Stage 1 and Key Stage 2 respectively. For quantity, all the speaking tasks are examined and categorised according to the criteria listed in literature to find out the proportion of each type.
摘要

在最新公布的小學英文課程(一九九七)中，課業為本學習被建議採用於英語課堂。現時市場上大部份出版社已按照新課程作出修訂，並採用以課業為本的設計理念。在香港小學的英語教學中，課本被廣泛採用及視為主要教學資源；故此，本人以課本中的說話課業的設計為研究題材，看看這些課業的質與量。透過這份論文，本人希望對下列三點作出研究：

1. 課本所提供的課業設計的特點

2. 課本中課業的傳意程度 (extent of communicativeness)

3. 透過檢視課本提供的課業(tasks)的發展，找出當中是否有一個適當的進度以致能發展學生的傳意能力(communicative competence)

在這論文中，本人主要研究現時任教之學校所採用的全套課本(包括一至六年級)，為了解整個系列的課業有更深的了解，本人在第一及第二學習階段當中選取了兩個相關的單元來作比較及分析。在量方面，本人透過利用文獻的標準將各課業分類，從而找出類別的比例；在質方面，本人再深入檢視和各課業的言語及認知兩個範疇的要求，從而找出當中的發展特點。

結果發現在整套課本的兩個學習階段中，大多數的課業都是針對語文結構(form)的文法式課業，而嚴重缺乏了著重意思溝通(negotiation of meanings)的傳意
式課業(communicative tasks)。這意味著學生非常缺乏機會利用目標語言進行有意思的溝通。雖然如此，大部份課業仍在言語能力(linguistic competence)及認知發展(cognitive development)方面提供適當的進度，以幫助推動學生的溝通能力(communicative competence)。

以上研究結果對出版社及教師均具意義。首先，課本中傳意式課業的比例極有需要增加；同時，文法教授應融合在傳意式課業而不是獨立式練習。此外，教師亦可透過增加意思溝通，尤其是小組合作的元素，改良課本中一些文法式課業。
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