

台灣大學生對英語請求言語行為之認知研究與其教學啟發

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摘要

請求言語行為是語用能力中非常重要的一環。有事求人使用英語時，必須依據英語國家所偏愛的禮貌和習慣，留心使用得體的語言行為。因此，探討學習七或八年英語文後的台灣大學生，是否在不同的情境下使用不同的請求策略的能力，是一項值得探究的議題。本研究旨在調查台灣大學生對英語請求言行為的認知和表現行為，期望對了解他們在中英請求言語行為的異同方面有所闡明。本研究使用話語完成測試法來檢視台灣大學生在不同情境下的請求言語行為，以找出他們是否存在任何話語偏好，並探究其原因及表現。本研究樣本有194個參與者，其中30位美國大學生，164位台灣大學生。台灣大學生包括英語系一年級學生、非英語一年級學生、英語系四年級學生、以及非英語系四年級學生等四組學生。本研究的主要發現有：1. 請求言語由一個核心行為語以及兩個非必用的醒示語和輔助語所組成。2. 百分之六十的大學生偏好使用約定俗成間接策略，而不使用醒示語或輔助語。3. 選擇得體的請求言語行為取決於社會因素。4. 受試的台灣大學生似乎沒有察覺到這些影響因素。5. 在話語中，台灣大學生比美國大學生更常使用道歉和道謝這兩種的輔助語，這一點足以證明外國學生使用英語時，語用遷移是一種普遍的現象。本研究基於探究的發現，提出培養學生語用能力、加強請求言語行為的意識和教學技巧以及革新台灣外語教學等教學啟發作為結論。

關鍵詞：言語行為

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