

## 英文「言說行為理論」分析與其應用－ 以英文求救電話內容為例

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### 摘 要

在以英語為第二外國語言的台灣，學習者對於英文的知識通常來自於書籍，其動機多為應付考試。當在英語系國家遇到緊急狀況時，例如打電話求援，如果求援者本身受限於英語能力，不但會造成本身的緊張情緒，也有可能因此造成不可彌補的錯誤。因此，英語的學習不應該只是著重於生字背誦與文法強記，而更要理解英語字句在上下文中的實際意義。本文針對奧斯丁(Austin)與石耳(Searle)共同提出的「英文言語行為理論」(Speech Act Theory)來分析英文求救電話內容，同時參考吉辛(Gricean)提出的「英語表達原則」(Gricean's maxims)來瞭解英文求救電話內容的在實際上的句意表現。本文更進一步運用布恩(Breen)與愛馬(Hyme)的英語教學主張來設計相關的英語教學活動，讓以英語為第二外語的學習者學習到更道地的英語。

**關鍵字：**詞句行為，語用學，會話，外語教學，跨文化

## **Speech Act Theory and its Pragmatics Perspective-A Case Study**

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### **Abstract**

The speech act theory has been viewed as a means of language since some sociolinguists tended to separate the study of language from its use in everyday life at the turning point in the late 60's and early 70's. The sociolinguist Hymes (1971) proposed that the knowledge of language concludes the usage of knowledge of language in certain ways to achieve particular social purposes or participate in everyday events. The English language has become an international language where there are now more than a thousand million people using it all over the world. However, it is still hard to say that decoding the exact speaker meanings of English language attached with cross-cultural study is an easy translation as a foreign or second language user. Under this particular consideration, the study of speech acts theory may effectively help certain populations deal with social situations through its pragmatic training in a language classroom. This study mainly focused on Austin and Searle's speech act theory as well as viewed Gricean's maxims based on an authentic telephone conversation between two native speakers of English. Moreover, Breen's (1987, 2001) implication of Austin and Searle's speech acts theory associated with Hymes' proposal on pedagogical language

teaching was integrated into an example of a syllabus design of a language course.

**Keywords:** speech act, pragmatics, conversation, FLT, cross-culture