台灣大學生對英語中『蘊含』的理解

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摘　要

　　現今英語學習皆是以達到『溝通交際能力』為主，當中『語用能力』是學習者常碰到的障礙。此研究的範疇以自然的對話情境設計，探索學習者對於蘊含(implicature)的意義解讀是否正確，以他們的測驗結果與英語人士作為對照。40 位台灣外語系學生與 10 位美國大學生參與此研究。研究目的為：(1)藉由模擬實境的線上測驗，找出兩組的蘊含理解差異，(2)結果若不同，兩組是否有顯著差異。(3)藉由托益測驗找出受試者的語用能力與其英語能力之間是否有關聯。(4)『蘊含』的教學能否提升語用能力。

　　研究發現：(1)兩組在測驗結果有顯著的差異（$p<.05$）。(2)英語慣用語的『蘊含』如間接批評最為困難。(3)學習者的語用與英語能力呈正相關($r=.824$)(4)『蘊含』教學明顯提升後測分數。直接教學有助於理解蘊含，讓學生會注意(noticing)其意義。語用能力對於英語溝通能力的提升有其重要性。

關鍵詞：蘊含、語用學、交際能力、情境、語言能力

Implicature Understanding of English for College Students in Taiwan

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Abstract

Due to the prevailing belief on communicative competence as the goal of English learning, pragmatic competence as part of it has been one big hurdle for EFL learners particularly. Therefore, understanding implicatures of natural English utterances, as the scope in this study, was tackled to give insights into how EFL learners interpret them in contrast with interpretations of English native speakers. Within time constraint, 40 third-year college English majors (NNS) in Shu-te University and 10 American English native speakers (NS) participated. The study was aimed at finding out (1) how they differ in interpreting conversational implicatures via a self-designed on-line test with simulated contexts, (2) to what extent they were different, (3) how correlated it was between NNS's pragmatic competence and their overall language proficiency through a TOEIC test, and (4) how instruction might improve NNS's pragmatic competence.

The findings showed that (1) there was a significant difference between the two groups ($p<.05$) in taking the implicature test, (2) formulaic implicature such as indirect criticism in particular has proved to be difficult, (3) the NNS's pragmatic competence positively correlated with their language proficiency ($r=.824$), and finally (4) within six-hour instruction, NNS made statistically significant difference between mean scores of the pre-test and the post-test. As a result, intervention benefits students in raising their consciousness of implicatures which in part represent their understanding of non-literal meanings of utterances. Above all, EFL learners have to possess pragmatic competence if the goal of communicative competence is to be achieved under the CLT framework.

Keywords: implicature, pragmatics, communicative competence, context, language proficiency