

中介語之抱怨行為 — 以台灣學生的英語抱怨為例

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摘要

本研究以書面語篇補全測驗，探討台灣英語學習者所使用的抱怨策略，並將其與英語母語使用者所使用之策略比較，目的是探討英語學習者與英語母語使用者的抱怨策略有何相似或不同處，期能對華語國家的英語用教學提供一些見解。本研究所使用的測驗中，包含了十個情境，並檢視三項情境變數與受試者使用抱怨策略的關係，而此三項變數，為社會地位、社會距離以及對話者的性別。二十五位來自南台灣的大學生以及二十五位在美國東北的大學就讀的學生參與本研究，且兩組受試者所使用的抱怨策略被分成五類：(1)暗示，(2)表達不滿，(3)明確抱怨，(4)控訴及警告，(5)威脅與咒罵，而這五類抱怨策略的嚴厲程度自(1)至(5)遞增。收得的語料以卡方進行統計分析。除了抱怨策略之外，受試者於抱怨行為中辭彙的使用，包括加強詞及減緩詞，也都以卡方進行統計處理並更進一步做深入的分析。結果顯示兩組受試者的策略選擇有顯著的差異性，且三項情境變數也都對其策略使用有影響。本論文對造成兩組受試者使用不同嚴厲度的抱怨行為之可能原因以及在教學上的可能建議也都加以探討。

關鍵詞：抱怨策略、書面語篇補全測驗、抱怨的嚴厲傾向、情境變數

Interlanguage Complaints — A Study of Chinese Learners' English Complaints

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Abstract

This study investigated the complaint strategies used by English learners in Taiwan, compared to those employed by native English speakers via a written discourse completion task. It aimed to find out how learners' complaint behaviors were similar to or different from the native speakers' to provide insights into English pragmatic teaching in Chinese-speaking countries. The written discourse completion task consisted of ten scenarios, which examined the relationship between three contextual variables and the subjects' use of complaint strategies. The three variables were status, social distance, and the addressee's gender. Twenty-five learners from Southern Taiwan and twenty-five native speakers from the North-eastern U.S. participated in this study. The strategies produced by the two groups were classified into five categories: (1) hint, (2) expression of annoyance or disapproval, (3) request for repair or forbearance, (4) explicit complaint, and (5) accusation and threat. The severity level of the strategies increased from (1) to (5). The data were processed quantitatively by Chi-square analyses. In addition, the lexical repertoire, including upgraders and downgraders, was analyzed. The results showed that the learners and native English speakers differed significantly both in complaint strategies and their use of lexical repertoire. The three contextual variables were also associated with significant differences in the subjects' use of complaint strategies. Reasons for the differences and pedagogical implications were also discussed.

Keywords: complaint strategies, written discourse completion task, severity level, contextual variables