

## MASTER'S THESIS

### Instructional intervention and the learning of request acts: an exploratory study on secondary one students

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INSTRUCTIONAL INTERVENTION AND THE LEARNING OF  
REQUEST ACTS:  
AN EXPLORATORY STUDY ON SECONDARY ONE STUDENTS

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## Abstract

Pragmatics is an important part of the discipline of linguistics, addressing questions about how language is used in various situations, including the forms of their utterances; how interpreters arrive at a representation of what is communicated; and the role played by non-linguistic factors, including social contexts.

Teaching pragmatic competence in an English-as-a-foreign language (EFL) setting in Hong Kong is still an under-developed area, when compared to other countries, such as Japan and Korea. The first step to enhance pragmatic language teaching in foreign language (FL) education is to raise FL instructors' and students' pragmatic awareness (Kasper & Rose, 2001). This paper attempts to investigate the effects of explicit pragmatic instruction on the learning of request acts by means of an exploratory study on secondary one students.

The findings of this study contribute to the controversial issue of what effects explicit instruction has on the development of pramalinguistic and sociopragmatic competence in an EFL setting. Results of the data analysis of this study showed that explicit pragmatic instruction by providing input enhancement in the L2 classroom, raising L2

learners' awareness about the request act features, and engaging students in productive class activities and language use improved learners' pragmatic competence to a considerable degree. The study shows the pivotal role that explicit instruction can play in EFL settings.

## 摘要

語用學是語言學的一門重要學科，它提出有關語言怎樣用作溝通的問題：語言的溝通者是怎樣選擇他們言詞的方式；理解者怎樣理解到溝通內容的意思；以及一些非語言的因素所扮演的角色（包括認知及社會的背景）。

與其他國家相比，例如日本及韓國，在香港，以英語作為外語環境下去教授語用能力仍是一個未成熟的範疇。要加強外語的語用語言教學的第一步，就是先要提高教學者及學生的語用意識。而這篇論文的目的就是要透過探究的方法去研究「明確的語用教學方式」對中一學生學習去作出請求這一種行爲的影響。

此研究的結果對具爭議性的問題——明確的教學方式在英語作為外語的環境下，對語用語言能力及社會語言能力的發展有何影響作出一點貢獻。而數據的分析結果顯示明顯的教學方式，透過在第二語言課室內提供輸入的加強，提高學習者對請求的特質的意識及使學生參與課室活動和語言運用，從而大大地改善他們的語言能力。總括而言，此研究能顯示出「明確的教學方式」在英語作為外語的環境下所扮演的重要角色。

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